An Introductory Guide for
Reading First Coaches

GUIDE   MENTOR   SUPPORT   FACILITATE   INTERPRET   ANALYZE   ORGANIZE

NATIONAL CENTER FOR
READING
FIRST
TECHNICAL ASSISTANCE

UNIVERSITY OF OREGON ▼ THE UNIVERSITY OF TEXAS ▼ FLORIDA STATE UNIVERSITY

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LEADING FOR READING SUCCESS

An Introductory Guide for

Reading First Coaches

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Leading for Reading Success: An Introductory Guide for *Reading First* Coaches

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Introduction

Welcome to *Leading for Reading Success: An Introductory Guide for Reading First Coaches.* This guide is designed to provide professional development for *Reading First* coaches and other instructional leaders who work directly with *Reading First* schools and teachers.

Leading for Reading Success: An Introductory Guide for Reading First Coaches presents key information to enhance *Reading First* coaches' knowledge and expertise as they take the lead in improving classroom reading instruction, and ultimately, student outcomes.

PURPOSE

Reading First coaches are selected based on their experience and knowledge about reading.

The purpose of this guide is to enhance their knowledge and expertise related to:

➤ Scientifically based reading research (SBRR) and instruction.
➤ Assessment-driven instruction.
➤ Coaching and mentoring techniques for improving reading instruction.
➤ Implementation of a site-specific *Reading First* plan to improve the reading achievement of all K-3 students.

ORGANIZING FRAMEWORK

The guide is divided into eight chapters:

Chapter 1 — *Defining the Coaching Process*

Chapter 2 — *Incorporating the Five Essential Components of Scientifically Based Reading Instruction*

Chapter 3 — *Delivering Effective Instruction*

Chapter 4 — *Building Instructional Leadership*

Chapter 5 — *Promoting Assessment-Driven Reading Instruction*

Chapter 6 — *Improving Instructional Effectiveness*

Chapter 7 — *Providing On-Site Professional Development*

Chapter 8 — *Sustaining Reading Improvement*

Chapters are divided into these major parts:

Leading for Reading Success Objective — Chapter's purpose

Taking the Lead

Key Ideas — Important topical information in a question-answer format

References — Research articles and other resources used in the development of the chapter

Keeping the Lead

Practice Activities — Opportunities for *Reading First* coaches to practice and apply key ideas presented in the chapter

Transferring the Lead

Coaching Tools and Resources — Reproducible handouts, checklists, and worksheets for *Reading First* coaches to use in their schools

HOW TO USE THIS GUIDE

This guide can be used in a variety of ways. A suggested method for using the guide is provided below.

➤ Read the information in the *Taking the Lead* section of each chapter.

➤ Within each section, complete the *Keeping the Lead* practice activities which extend and reinforce presented information.

➤ Use the *Coaching Tools and Resources* in the *Transferring the Lead* section as you work directly with *Reading First* teachers.

LEGEND

Throughout this guide, you will see two symbols.

The **A**$_1$ symbol indicates that an **activity** relevant to the adjacent text can be found at the end of that chapter. A1 indicates Activity 1 in that chapter, A 2 indicates Activity 2, and so on.

The **R**$_1$ symbol indicates that a **resource** relevant to the adjacent text can be found at the end of that chapter. R1 represents Resource 1, R2 represents Resource 2, and so on.

Chapter 1

DEFINING THE COACHING PROCESS

LEADING FOR READING SUCCESS OBJECTIVE

Reading First coaches will become familiar with the *Reading First* initiative and the coaching professional development model.

TAKING THE LEAD

KEY IDEAS

What is the goal of **Reading First***?*

The purpose of *Reading First* is to ensure that all children in America learn to read well by the end of third grade so they are well prepared to achieve their full academic potential.

How will **Reading First** *accomplish this goal?*

Reading First provides assistance for states, districts, and schools to apply scientifically based reading research (SBRR) to improve K-3 reading instruction and, ultimately, students' reading achievement.

Reading First involves the implementation of scientifically based reading instruction through strategic, systematic professional development.

A strategic, systematic professional development plan:
➤ Prepares teachers, including special education teachers, in the five essential components of reading instruction.
➤ Includes information on SBRR instructional materials, programs, and strategies that are aligned with academic and performance standards.

➤ Enhances teachers' ability to implement early intervention and remediation programs.

➤ Facilitates the use of assessment data to inform instruction and meet the needs of all students, especially struggling readers.

➤ Provides ongoing guidance and support for teachers through coaching.

What is coaching?

Coaching is a professional development delivery model that has been shown to improve instruction. In this model, professional development begins with reading-specific training that focuses on theory and instructional practice. Coaching extends this training by providing on-site support and guidance. *Reading First* coaches work collaboratively with teachers to set professional goals for developing, extending, and improving effective research-based instructional skills, strategies, and practices.

Coaches are NOT evaluators or administrators. Coaches are members of the *Reading First* leadership team who take an active role in improving classroom reading instruction and intervention by:

➤ Sharing their expertise through training and in-class support.

➤ Demonstrating lessons and helping teachers refine instruction.

➤ Observing teachers' practices and providing feedback, support, and ongoing assistance with SBRR strategies, programs, and assessments.

➤ Helping teachers and administrators use assessment data to inform instruction and professional development.

How will coaching help schools achieve **Reading First** *goals?*

Coaching is one part of a high-quality professional development plan. *Reading First* coaches provide K-3 teachers with support and feedback as they learn new practices and implement instruction and intervention based on SBRR. The following chart illustrates the importance of coaching.

PROFESSIONAL DEVELOPMENT OUTCOMES

Professional Development Elements	Knowledge Level (Estimated percentage of participants understanding content)	Skill Level (Estimated percentage of participants demonstrating proficiency in the instructional practices)	Transfer to Practice (Estimated percentage of participants regularly implementing instructional practices in the classroom)
Theory (e.g., presenter explains content — what it is, why it is important, and how to teach it)	10%	5%	0%
Demonstration (e.g., presenter models instructional practices)	30%	20%	0%
Practice (e.g., participants implement instructional practices during the session)	60%	60%	5%
Coaching (e.g., participants receive ongoing support and guidance when they return to the classroom)	95%	95%	95%

Adapted from Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

The chart depicts the outcomes of different elements of professional development: theory, demonstration, practice, and coaching. An estimated ninety-five percent of teachers who receive ongoing support and guidance through coaching are more likely to learn and implement new practices in the classroom. Researchers also estimate that teachers generally need to use a new instructional strategy approximately 25 times before it is transferred into their daily teaching routine.

What are the qualities of an effective **Reading First** *coach?*

To effectively promote change and continuous improvement across grade levels, teachers must see the coach as a valuable resource with a solid understanding of SBRR, reading development, reading instruction, and intervention.

In *Reading First* schools, coaches act as guides, mentors, supporters, facilitators, interpreters, analyzers, and organizers, among a host of additional roles. To function most effectively in these roles, coaches need a wide repertoire of professional and interpersonal skills.

KNOWLEDGEABLE AND EXPERIENCED

Effective coaches are effective teachers. Effective coaches are reading teachers experienced in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. They typically have experience teaching reading at a variety of grade levels.

Effective coaches also have experience conducting professional development and working with adults. They demonstrate and share their knowledge and practice of instructional planning and classroom management techniques.

Effective coaches possess knowledge of and expertise in a variety of assessment instruments, commercial reading programs, and interventions.

Effective coaches are lifelong learners. They engage in continuous professional development. They "read widely, participate in learning communities, attend workshops and conferences, and model career-long learning by making their learning visible to others" (National Staff Development Council, 2001, p. 2).

TRUSTWORTHY AND CREDIBLE

Effective coaches foster and maintain a sense of trust and rapport. Coaches who observe, collaborate, and provide reflective feedback in a respectful and supportive manner communicate and establish a positive environment for improving reading instruction.

Coaches strive to develop relationships based on standards of professional ethics and responsibility. Coaches also maintain confidentiality. Effective coaches do not freely discuss or gossip about

colleagues and students. When coaches are perceived as credible, competent, and trustworthy educators, teachers are more apt to seek their assistance and openly share their daily struggles and successes.

Effective coaches have a clear understanding of their own values and beliefs. They ensure that their attitudes and behaviors reflect the values and practices promoted in the state, district, and/or school *Reading First* plan. Teachers will perceive coaches as reliable and competent resources.

COLLABORATIVE AND COOPERATIVE

Effective coaches work with teachers in a variety of ways. They provide materials, resources, and other instructional assistance, as needed.

Effective coaches strive to overcome the common closed-door syndrome (i.e., when the door is closed, teachers do whatever they want). Effective coaches promote collaborative, team-building relationships with and among teachers: What do we need to do, who will do what, how will we do it, when will we make it happen, and how will we come to agreement?

PROACTIVE

Effective coaches are proactive, taking the initiative and making sure that *Reading First* is being implemented in K-3 classrooms. Effective coaches also possess strong managerial skills as they coordinate a variety of tasks and determine priorities.

Effective coaches are mentors who build a resource network within the school. Through effective coaching, teachers can become experts in their own right and begin to serve as mentors and peer coaches to others. Leadership is transferred and shared.

RESPONSIVE

Effective coaches have strong communication skills. They continuously monitor teachers' needs and concerns, providing constructive feedback and avoiding condescending or evaluative responses. Effective coaches work to ensure clear communication lines are established between administrators and teachers about the goals and progress of the *Reading First* plan.

What are the guidelines for **Reading First** *coaching?*

Reading First coaches provide instructional leadership, assessment expertise, and professional development as a school implements its *Reading First* plan. The guidelines listed below help define specific coaching duties related to these responsibilities. Keep in mind that these guidelines form a foundation and continue to develop and expand to reflect a *Reading First* program's progress.

In the area of **Instructional Leadership**, a *Reading First* coach:

➤ Provides support, mentoring, and assistance to all K–3 classroom teachers in the full and skillful implementation of the district or school's *Reading First* program.

➤ Serves as a resource for identifying appropriate instructional strategies and interventions to address diverse learning needs and to improve all students' achievement.

➤ Conducts demonstration lessons using research-based instructional strategies.

➤ Assists teachers in designing and delivering effective instruction.

➤ Collaborates with grade-level teams to set goals for improving instruction.

➤ Observes instruction in reading classrooms and provides "next step" support for all teachers.

➤ Prepares forms, records, and reports, as directed.

In the area of **Assessment**, a *Reading First* coach:

➤ Guides teachers in the use of screening, diagnosis, progress monitoring, and outcome assessments.

➤ Assists grade-level teams in the analysis and use of assessment data to identify students for additional instruction, as well as to improve overall student achievement.

➤ Provides support and assistance to all teachers in implementing continuous progress monitoring.

➤ Meets regularly with the principal to review student assessment data and assess progress toward grade-level goals.

➤ Analyzes data from screening, diagnostic, progress monitoring, and outcome assessments to make adjustments in program implementation and professional development plans.

In the area of **Professional Development**, a *Reading First* coach:

➤ Provides on-site staff development to ensure teachers are knowledgeable about SBRR, the core reading program and supplemental materials, intervention strategies for struggling readers, assessment administration, and the use of assessment data for instructional planning.

➤ Collaborates with teachers, administrators, and other reading specialists to identify campus and district professional development needs.

➤ Attends meetings as directed.

➤ Stays abreast of current reading issues by participating in training sessions presented by SBRR specialists or professional development providers.

KEEPING THE LEAD

A1

Complete Practice Activity 1: *Coaching or Coasting?* on page 13.

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PRACTICE ACTIVITIES

Coaching or Coasting?

Directions: Read the scenarios presented for some of the *Reading First* coaching guidelines. Select the option (a or b) that better describes what a coach can do to support classroom instruction to improve student achievement. Check answers using Appendix A.

1. Provides support, mentoring, and assistance to all classroom teachers in the full and skillful implementation of the district's *Reading First* program.

a. Duplicates and distributes copies of the *No Child Left Behind Act*.

b. Brainstorms ideas with teachers for small group phonemic awareness activities.

2. Conducts demonstration lessons using research-based instructional strategies.

a. Advises teachers to read an article on fluency from a current reading research publication.

b. Teaches a first-grade vocabulary lesson using examples and nonexamples.

3. Assists teachers in designing and delivering effective instruction.

a. Helps teachers make word lists, letter cards, and pocket charts for a phonics and word study activity.

b. Flags pages with interesting manipulatives in a catalog of instructional materials.

4. Observes instruction in reading classrooms and provides "next step" support for all teachers.

a. Leaves an observation summary with suggestions for improving instructional strategies in a teacher's mailbox.

b. Leaves a note in a teacher's mailbox confirming the meeting time to discuss the first observation.

5. Assists grade-level teams in the analysis and use of assessment data to identify students for additional instruction, as well as to improve overall student achievement.

a. Distributes assessment data record forms to teachers.

b. Meets with teachers to collaboratively determine what instructional areas need to be targeted as indicated by students' assessment scores.

6. Provides support and assistance to all teachers in implementing continuous progress monitoring.

a. Helps teachers schedule biweekly progress monitoring for struggling readers.

b. Assigns teachers to create a biweekly progress monitoring schedule for struggling readers.

7. Meets regularly with the principal to review student assessment data and assess progress toward grade-level goals.

a. Meets with the principal to share the results of the grade-level teams' collaborative plans to improve comprehension scores.

b. Meets with the principal to announce that third-grade fluency scores are very low.

8. Provides on-site staff development to ensure teachers are knowledgeable about SBRR, the core reading program and supplemental materials, intervention strategies for struggling readers, assessment administration, and the use of assessment data for instructional planning.

a. Leaves a video that presents an overview of the adopted reading program's materials for each grade-level team leader.

b. Meets with school administrators to plan a series of focused, program-specific professional development sessions.

Chapter 2

LEADING FOR READING SUCCESS OBJECTIVE

Reading First coaches will enhance their knowledge and expertise in scientifically based reading research (SBRR) to improve reading instruction and students' reading achievement.

TAKING THE LEAD

KEY IDEAS

Why is it important for* Reading First *coaches to have a solid understanding of scientifically based reading research?

To effectively promote change and continuous improvement across grade levels, teachers must see the *Reading First* coach as a valuable resource with a solid understanding of SBRR, reading development, reading instruction, and reading intervention. *Reading First* coaches are responsible for mentoring, guiding, and supporting teachers in the implementation of SBRR strategies, programs, and assessments. For many teachers, implementing scientifically based reading instruction involves a change in pedagogy and practice. Coaches serve as the agents of change by providing the knowledge, skills, resources, and tools that teachers need to improve reading instruction and student outcomes.

What is scientifically based reading research (SBRR)?

Scientifically based reading research is research that applies rigorous, systematic, and objective procedures to acquire valid knowledge related to reading development, instruction, and the prevention of reading difficulties.

Scientific research employs systematic and empirical methods that utilize carefully designed experiments or observations to obtain unbiased findings. Rigorous data analysis is used to test stated hypotheses and to justify overall conclusions and claims of effectiveness that can be generalized. Scientific research ensures that valid data are collected across evaluators and observers and across multiple measurements and observations. The results of scientific research are scrutinized and verified

by unbiased individuals through a comparably rigorous, objective, and scientific review, such as a peer-reviewed journal or panel of independent experts.

Reading First promotes high-quality, effective reading instruction through assessment, instructional materials grounded in SBRR, coaching, technical assistance, and well-designed ongoing professional development. For schools to make a difference in students' reading achievement, scientific research must be used to inform reading instruction, rather than ideology or philosophy. Thirty-four years of converging scientific research have determined how children learn to read, what factors impede reading development, and which instructional approaches are most effective. If these research findings are translated into daily classroom practice, educators can make a positive difference in students' reading outcomes.

R1   A set of guidelines for incorporating scientifically based reading research (SBRR) into instruction is located in the *Coaching Tools and Resources* section of this chapter, page 27.

What are the five essential components of scientifically based reading instruction?

Scientifically based reading research has identified five essential components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas.

What is the relationship of state standards to the effective implementation of SBRR instructional practices and programs?

In every *Reading First* classroom, state curriculum standards and accountability provide the foundation for effective reading instruction, regardless of which specific reading program is in use. Standards and accountability measures vary from state to state.

Curriculum standards provide grade-specific instructional objectives and student expectations for the essential reading components. Assessments that measure students' achievement of these grade-specific goals or benchmarks provide a system for monitoring students' reading progress throughout the school year.

What should a research-based reading program look like?

High-quality reading instruction based on scientifically based research must include instructional content based on the five essential components of reading instruction, integrated into a coherent instructional design. This coherent design includes the explicit and systematic teaching of beginning reading knowledge and skills within an overall program of purposeful, engaging reading and writing. The design also includes a protected, uninterrupted allocation of time for core reading instruction with additional time scheduled for intervention.

EXPLICIT AND SYSTEMATIC READING INSTRUCTION

- Is planned, purposeful, and visible.
- Follows a coordinated instructional sequence.
- Adapts the pacing, content, and emphasis of instruction to meet the needs of individuals and groups.
- Is data-driven (based on ongoing progress monitoring of the critical skills needed by students at each stage of reading development).

What is the grade-level appropriateness of the five components of scientifically based reading instruction?

The following table lists the essential components that core reading programs, interventions, and assessments should address at each grade level.

FIVE ESSENTIAL COMPONENTS OF READING INSTRUCTION

	K	1	2	3
Phonemic Awareness	√	√		
Phonics and Word Study	√	√	√	√
Fluency		√	√	√
Vocabulary	√	√	√	√
Comprehension	√	√	√	√

(Instruction in phonemic awareness can help older students who are struggling to learn to read.)

The following explanation is a brief overview of the five essential reading components. More in-depth analyses of these components identified by scientific reading research include the 2000 report of the National Reading Panel, the 1998 National Research Council's *Preventing Reading Difficulties in Young Children*, and the 2001 National Institute for Literacy's *Put Reading First: The Research Building Blocks for Teaching Children to Read.*

A₁ **KEEPING THE LEAD**

Complete Practice Activity 1: *Five Essential Reading Components Survey*, on page 17.

R₂ An additional copy of the survey is included in the *Coaching Tools and Resources* section of this chapter, page 29. The additional copy can be duplicated and used with the teachers at your *Reading First* school.

PHONEMIC AWARENESS

What is phonemic awareness?

Phonemic awareness is the ability to hear, identify, and manipulate (work with) individual sounds — phonemes — in spoken words.

What are the key scientific research findings about phonemic awareness instruction?

➤ Phonemic awareness instruction is more effective when students are taught to use letters to manipulate phonemes.

➤ Phonemic awareness instruction provides opportunities for students to apply their knowledge of phonemic awareness when reading and writing.

➤ Explicit phonemic awareness instruction helps all beginning readers, including English language learners and those having reading difficulties.

➤ Explicit phonemic awareness instruction helps preschoolers, kindergartners, and first graders learn to spell.

What are some frequently used terms related to phonemic awareness?

➤ **Phonemes** are the smallest units of sound in spoken language.

EXAMPLE
Map has 3 phonemes. /m/ /a/ /p/. How do we know that *map* has 3 phonemes? When we pronounce the word *map*, there is no break between the sound segments. But we can prove that there are 3 distinct phonemes in *map* by comparing it to other words. When we compare *map* to *lap*, we hear that these words differ in the initial phoneme; when we compare *map* to *mat*, we hear that these words differ in the final phoneme; and when we compare *map* to *mop*, we hear that these words differ in the medial phoneme.

➤ **Phonological awareness** is the general understanding of the sound structure of words, including rhymes, syllables, and phonemes.

> Phonemic awareness is not the same as phonological awareness. Phonological awareness is a more encompassing term that refers to various types of awareness, including not only phonemes, but also larger spoken units, such as syllables and rhyming words.

➤ **Syllables** are word parts that contain a vowel or a vowel sound.

➤ **Onsets and rimes** are the smaller parts of syllables. The onset is the initial consonant(s): the onset of rug is /r/. The rime is the part of the syllable that contains the vowel and all that follows it: the rime of rug is /ug/.

What do students need to learn to build phonemic awareness?

➤ That spoken words consist of individual sounds or phonemes.

➤ How words can be segmented (pulled apart) into sounds, and how these sounds can be blended (put back together) and manipulated (added, deleted, and substituted).

➤ How to use their phonemic awareness to blend sounds to read words, and to segment words into sounds to spell them.

How do you teach phonemic awareness?

➤ Provide explicit and systematic instruction that focuses on only one or two phonemic awareness skills, such as segmenting and blending.

➤ Begin with auditory phonemic awareness activities and link sounds to letters as soon as possible.

➤ Use letters to manipulate phonemes and help students apply their knowledge of phonemic awareness when reading and writing.

➤ Monitor students' progress to inform instruction.

PHONICS

What is phonics instruction?

Phonics instruction is an instructional approach that explicitly teaches a sequential set of phonics elements.

EXAMPLE

Letter sounds (*s, m, t, n, a*) that can be used to make and read a lot of words are taught before sounds (*z, q*) that are used less frequently.

What are the key scientific research findings about phonics instruction?

➤ Explicit, systematic phonics instruction is significantly more effective than alternative programs providing unsystematic or no phonics instruction.

"Systematic phonics instruction typically involves explicitly teaching students a prespecified set of letter-sound relations and having students read text that provides practice using these relations to decode words" (National Reading Panel, 2000, p. 2-92).

➤ Explicit, systematic phonics instruction is significantly more effective than non-systematic phonics instruction with children of different ages, abilities, and socioeconomic backgrounds.

➤ Phonics instruction improves word reading skills and text comprehension, especially for kindergartners, first graders, and older struggling readers.

What are some frequently used terms related to phonics instruction?

➤ The **alphabetic principle** is an understanding that the sounds (phonemes) in spoken language are represented in a sequential order by letters (graphemes) in written language.

➤ **Graphemes** are the smallest part of written language (letters or letter combinations) that represent a phoneme in the spelling of a word.

EXAMPLE

A grapheme can be a single letter–*b, d, f, p*–or several letters–*ch, igh, ea, ck.*

➤ **Letter-sound correspondences** are the letters or letter combinations and their most common sounds (also referred to as letter sounds, sound-symbol correspondences, letter-sound relationships, or graphophonemic knowledge).

➤ **Decoding** is the ability to translate a word from print to speech, usually by employing knowledge of letter-sound correspondences (also referred to as blending or sounding out).

➤ **Decodable texts** are texts in which most of the words comprise an accumulating sequence of letter-sound correspondences that students are learning.

➤ **Morphemes** are the smallest meaningful units of language, such as prefixes, suffixes, base words, and root words.

What do students need to learn during phonics instruction?

➤ Accurate and rapid identification of the letters of the alphabet.

➤ The alphabetic principle.

➤ Phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts).

➤ How to apply phonics elements as they read and write.

How do you teach phonics?

➤ Provide explicit, systematic phonics instruction that teaches a set of letter-sound relations.

➤ Provide explicit instruction in blending sounds to read words.

➤ Include practice in reading texts.

➤ Give substantial practice applying phonics as students read and write.

➤ Monitor students' progress to inform instruction.

FLUENCY

What is reading fluency?

Reading fluency is reading accurately, quickly and with expression (prosody). Reading fluency "changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text" (National Institute for Literacy, 2001, p. 23).

What are the key scientific research findings about fluency instruction?

➤ Repeated reading procedures that offer guidance and feedback are effective for improving word recognition, fluency, comprehension, and overall reading achievement through fifth grade.

➤ No research evidence is currently available to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves fluency.

What are some frequently used terms related to reading fluency?

➤ **Automaticity** refers to a quick and accurate level of recognition. Automaticity occurs with little conscious attention. Automaticity is not the same as fluency. Automaticity only refers to the ability to quickly and accurately recognize words, not to reading with expression.

➤ **Reading rate** is the speed at which text is read.

➤ **Reading accuracy** is the ability to pronounce and read words correctly.

➤ **Reading level** describes how well a student can accurately read a text. Reading levels are independent, instructional, and frustrational.

  ✧ **Independent reading level** is the level at which a student reads with no more than approximately one error in twenty words, with good comprehension.

  ✧ **Instructional reading level** is the level at which a student reads with no more than approximately one error in ten words, with satisfactory comprehension.

  ✧ **Frustrational reading level** is the level at which a student reads with more than one error in ten words, with poor comprehension.

➤ **Prosody** is the appropriate use of intonation and phrasing, or reading with expression.

➤ **WCPM** represents the number of **w**ords a student reads **c**orrectly **p**er **m**inute; it also indicates a student's reading fluency score on fluency assessments.

➤ **Repeated reading** is a fluency-building practice. Students orally reread words and/or passages three or four times with guidance and feedback.

EXAMPLE

Partner reading provides opportunities for students to practice reading text orally with peer guidance and feedback. More proficient readers are paired with less fluent readers. The more proficient reader models fluent reading, then the less fluent reader reads the same text.

What do students need to learn to become fluent readers?

➤ How to read words (in isolation and in connected text) accurately and quickly with little attention or effort.

➤ How to automatically recognize words (decoding).

➤ How to increase speed (or rate) of reading while maintaining accuracy.

How do you teach reading fluency?

➤ Provide opportunities for oral repeated reading that include support and feedback.

➤ Match reading texts and instruction to individual students' reading levels.

➤ Provide opportunities to read narrative and expository texts.

➤ Monitor student progress in both rate and accuracy.

VOCABULARY

What is vocabulary?

Vocabulary is a component of both oral and written language that includes the body of words students must know to make sense of the words they see in print.

What are the key scientific research findings about vocabulary instruction?

➤ Knowledge of word meanings is critical to reading comprehension.

➤ Words are typically learned indirectly through everyday experiences with oral and written language.

➤ Vocabulary can be taught directly by teaching individual words and their connections to related words and concepts.

➤ Students learn the meanings of new words when they have repeated encounters seeing, hearing, and working with words.

➤ Word learning strategies can be taught to help students determine the meanings of new words when reading and writing independently.

What are some frequently used terms related to vocabulary?

➤ **Listening vocabulary** includes the words students need to know to understand spoken language.

➤ **Reading vocabulary** includes the words students need to know to understand written language.

➤ **Speaking vocabulary** includes the words used when speaking.

➤ **Writing vocabulary** includes the words used when writing.

➤ **Affixes** are word parts that can be added to the beginnings of words (prefixes) or the endings of words (suffixes).

➤ **Base words** are words to which affixes can be added to form new words.

➤ **Roots** are words from other languages (e.g., Latin or Greek) that are the origin of many English words.

➤ **Context clues** are hints about the meaning of unknown words that are provided in the words, phrases, or sentences of the text.

➤ **Word consciousness** is an awareness of and interest in words, their meanings, and their connections to other related words and concepts.

What do students need to learn to develop their vocabularies?

➤ The meanings for most of the words in a text so they can understand what they read.

➤ How to apply a variety of strategies to learn word meanings.

➤ How to make connections between words and concepts.

➤ How to accurately use words in oral and written language.

How do you teach vocabulary?

➤ Provide explicit instruction in the meanings of words and in word learning strategies.

➤ Actively involve students in making connections between concepts and new vocabulary in both oral and written language.

➤ Provide many opportunities for students to read in and out of school.

➤ Promote wide reading (reading a lot and reading a variety of different types of texts).

COMPREHENSION

What is comprehension?

Comprehension is the ability to understand or get meaning from text.

What are the key scientific research findings about comprehension instruction?

➤ "Research for over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read" (National Institute for Literacy, 2001, p. 48).

➤ Instruction of comprehension strategies improves reading comprehension of students with a wide range of abilities.

➤ Many students require explicit word recognition instruction integrated with rapid processing of words, spelling skills, and strategies to improve comprehension.

What are some frequently used terms related to comprehension?

➤ **Text** refers to any type of written material (e.g., short story, chapter in a book, article in a newspaper).

➤ **Narrative text** tells a story that generally follows a familiar story structure using story elements such as characters, plot, and theme.

➤ **Expository text** (e.g., content area textbooks) explains information or tells about topics in different ways, such as comparison/contrast, description, and cause/effect.

➤ **Comprehension strategies** are conscious plans or procedures that skilled readers use to help them be aware of how well they are comprehending as they read and write.

➤ **Metacognition** refers to the ability to think about and have control over reading.

What do students need to learn to comprehend text?

➤ How to relate their knowledge or experiences to text.

➤ How to use comprehension strategies to improve their comprehension.

How do you teach comprehension?

➤ Explicitly explain, model, and teach comprehension strategies (e.g., predicting, comprehension monitoring, summarizing, question answering, question generation, graphic organizers).

➤ Provide comprehension instruction before, during, and after the reading of narrative and expository texts.

➤ Promote thinking and extended discourse by asking questions and encouraging student questions and discussions.

➤ Monitor students' progress to inform instruction.

A₂ KEEPING THE LEAD

Complete Practice Activity 2: *Put Reading First: Five Essential Reading Components*, on page 21.

How can you determine if reading programs include the five essential reading components and are based on scientific reading research?

Administrators, coaches, and teachers can use Appendix C: *A Consumer's Guide to Evaluating a Core Reading Program* as one way to evaluate core reading programs. The analysis in this example involves an examination of the essential components emphasized at each grade level. A simple rating system is

used to determine how well a program addresses these elements. Grade-level summary sheets provide an overall picture of the program's effectiveness, including the incorporation of appropriate grouping practices and assessment.

The *Essential Components and Core Reading Program Worksheet* in the *Coaching Tools and Resources* section of this chapter, page 33, can also be used with teachers to examine the integration of the five essential components in core reading programs.

Appendix D: *A Consumer's Guide to Evaluating Supplemental and Intervention Reading Programs* can also be used to evaluate supplemental and intervention programs in your school.

The resources listed above provide only a few ways to determine if core reading programs include the five essential reading components and are based on scientific reading research.

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PRACTICE ACTIVITIES

Five Essential Reading Components Survey

Directions: Write the letter of the correct answer. Check your answers using Appendix B.

_____ 1. Phonemic awareness is the ___.

A.   Ability to understand oral and written vocabulary

B.   Knowledge that phonemes are represented by graphemes

C.   Ability to notice, think about, and work with the individual sounds in spoken words

D.   Ability to read words quickly and accurately

_____ 2. An activity for blending phonemes includes asking students to ___.

A.   Identify how many sounds are in a word

B.   Identify the initial sound in a word

C.   Combine the separately spoken sounds to form a word

D.   Recognize which word in a set of three or four words doesn't belong

_____ 3. An activity for phoneme substitution includes asking students to ___.

A.   Recognize the word that remains after a phoneme is removed

B.   Combine the separately spoken sounds to form a word

C.   Make a new word by adding a phoneme to an existing word

D.   Change a phoneme in a word to make a new word

_____ 4. Phonics instruction teaches students a set of ___.

A.   Rules for the grammatical structures of basic sight words

B.   Letter-sound correspondences to read and write words

C.   Definitions for commonly used words

D.   Steps in the writing process

_____ 5. Systematic phonics instruction does NOT ___.

A.   Teach students how to break words into sounds and to blend the sounds together to read words

B.   Incidentally teach letter sounds based on their appearance in students' reading and writing

C.   Help students apply their knowledge of phonics as they read and write

D.   Follow a carefully selected instructional sequence of letter-sound relations

_____ 6. Short books or stories that provide students opportunities to practice reading words with letter sounds they are learning are called ___.

A.   Predictable books

B.   Authentic children's literature

C.   Decodable books

D.   Rebus books

_____ 7. Reading fluency is important because it___.

A.   Provides a bridge between word recognition and comprehension

B.   Allows readers to focus on decoding the words

C.   Distinguishes narrative from expository text

D.   Provides a link between vowels and consonants

_____ 8. An effective instructional strategy for developing reading fluency is to ___.

A.   Ask questions after reading

B.   Provide opportunities for a student to read the same passage orally several times

C.   Incorporate round robin reading

D.   Provide opportunities for a student to silently read with minimal guidance

_____ 9. Using word parts to teach vocabulary does NOT include___.

A.   Brainstorming words or phrases related to a base word

B.   Discussing the meanings of related words

C.   Looking for related words while reading

D.   Writing definitions from a dictionary for all the related words

_____ 10. Direct vocabulary instruction should focus on teaching___.

A. All the unknown words in a text

B. All the words with multiple meanings

C. All the important, useful, and particularly difficult words

D. All the derivatives of commonly-used words

_____ 11. Comprehension monitoring does NOT teach students to ___.

A. Be aware of what they do understand

B. Identify what they do not understand

C. Record and graph their comprehension progress

D. Use appropriate strategies to resolve comprehension problems

_____ 12. Comprehension strategy instruction helps students ___.

A. Become purposeful, active readers who are in control of their own reading comprehension

B. Use oral language to make sense of the words in text

C. Read orally a small amount of text without interruption

D. Identify and manipulate words in narrative and expository texts

Put Reading First: Five Essential Reading Components

Directions: (1) Review the key findings and conclusions about the five essential components of effective reading instruction presented in *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten Through Grade 3.* This document can be found in the pocket of this guide. If a copy has not been provided, you can download a copy from the website: http://www.nifl.gov/partnershipforreading/publications/k-3.html (2) Read each scenario. (3) Write your response in the provided space.

1. A kindergarten teacher has asked you to explain the difference between phonemic awareness and phonological awareness. Draft a response to help her understand the differences (pp. 2-4).

2. A first-grade teacher has asked you to help her select appropriate phonemic awareness lessons for a group of struggling readers. Develop a set of guidelines you can share to help her plan appropriate phonemic awareness instruction (pp. 5-6, 8-9).

3. Your principal has asked you to write a brief for the monthly staff newsletter to clarify systematic and explicit phonics instruction. List key points you plan to include in the brief (pp. 12-16).

4. Several first-, second-, and third-grade teachers have asked you to demonstrate fluency building lessons. Which practice would you demonstrate first? Describe your rationale for selecting this fluency building practice (pp. 26-29).

5. Explain the procedure for calculating students' fluency to regularly monitor their rate and accuracy (pp. 29-30).

6. Across grade levels, teachers are teaching directly the definitions for all the pre-selected vocabulary words in their reading programs and content area textbooks. Develop a set of guidelines to help teachers select appropriate words to directly teach to their students (pp. 41-44).

7. You will be demonstrating several comprehension strategies for second-grade teachers over the course of the first semester. Complete the demonstration chart below. Include ideas to share with teachers about how each strategy can improve students' comprehension and how each strategy can be incorporated in their core reading program (pp. 49-53).

Demonstration Chart

Comprehension Strategy	Ways It Can Improve Comprehension	Link to Core Reading Program (include unit, lesson, page numbers)

COACHING TOOLS AND RESOURCES

Guidelines for Incorporating Scientifically Based Reading Research (SBRR) into Instruction

➤ **Read peer-reviewed journals.** Look for scientific research studies related to reading instruction. Peer-reviewed journals go through an extensive review process by the editor and a panel of reviewers.

➤ **Enrich your teaching repertoire by reading about different research-based instructional issues, practices, and content.** Don't focus only on topics and areas that you have used in the classroom.

➤ **Keep in mind that you don't have to be a statistician to read and understand the gist of most research studies.** Don't let the statistics daunt you. Focus on results that can improve reading instruction. Consider how the research evidence can be applied in the classroom. Classroom implementation is the key to incorporating scientifically based reading research to improve student outcomes.

➤ **Be informed about popular instructional practices and programs.** Examine the scientific evidence before integrating these practices and programs into the curriculum. Be suspicious of simple solutions for preventing and alleviating reading difficulties. Combine instructional practices based on SBRR to address a wide range of students' abilities and learning needs.

➤ **Avoid making judgments based on the findings of a single study.** Scientifically based reading research represents a substantial, ever-growing number of credible studies. Investigate and search for corroborating evidence.

➤ **Check the Internet for updated instructional resources.** Keep in mind that many articles on the Web are not peer reviewed and require you, the reader, to evaluate them.

➤ **Continue professional development by attending conferences.** Many researchers and authors in good standing in the educational research community present keynote addresses and break-out sessions highlighting current research findings.

➤ **Visit schools that are effectively implementing scientifically based reading instruction.** Collaborate with experienced, effective teachers of reading and educators. Seeing research translated into everyday practice can be a powerful tool for improving reading instruction.

Adapted from Spear-Swerling, L., & Sternberg, R. J. (2001). What science offers teachers of reading. *Learning Disabilities Research & Practice, 16*(1), 51-57.

Five Essential Reading Components Survey

Directions: Write the letter of the correct answer.

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C.   Ability to notice, think about, and work with the individual sounds in spoken words

D.   Ability to read words quickly and accurately

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A.   Identify how many sounds are in a word

B.   Identify the initial sound in a word

C.   Combine the separately spoken sounds to form a word

D.   Recognize which word in a set of three or four words doesn't belong

_____ 3. An activity for phoneme substitution includes asking students to ____.

A.   Recognize the word that remains after a phoneme is removed

B.   Combine the separately spoken sounds to form a word

C.   Make a new word by adding a phoneme to an existing word

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_____ 4. Phonics instruction teaches students a set of ____.

A.   Rules for the grammatical structures of basic sight words

B.   Letter-sound correspondences to read and write words

C.   Definitions for commonly used words

D.   Steps in the writing process

_____ 5. Systematic phonics instruction does NOT ___.

A.   Teach students how to break words into sounds and to blend the sounds together to read words

B.   Incidentally teach letter sounds based on their appearance in students' reading and writing

C.   Help students apply their knowledge of phonics as they read and write

D.   Follow a carefully selected instructional sequence of letter-sound relations

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D.   Provide opportunities for a student to silently read with minimal guidance

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B.   Discussing the meanings of related words

C.   Looking for related words while reading

D.   Writing definitions from a dictionary for all the related words

_____ 10. Direct vocabulary instruction should focus on teaching___.

A.   All the unknown words in a text

B.   All the words with multiple meanings

C.   All the important, useful, and particularly difficult words

D.   All the derivatives of commonly-used words

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A.   Be aware of what they do understand

B.   Identify what they do not understand

C.   Record and graph their comprehension progress

D.   Use appropriate strategies to resolve comprehension problems

_____ 12. Comprehension strategy instruction helps students ___.

A.   Become purposeful, active readers who are in control of their own reading comprehension

B.   Use oral language to make sense of the words in text

C.   Read orally a small amount of text without interruption

D.   Identify and manipulate words in narrative and expository texts

Essential Components and Core Reading Program Worksheet

Directions: Focus on the essential reading components appropriate for the grade level you teach. Read the *What Students Need to Learn and How We Teach It* columns for each component. Skim the Teacher's Edition of your core reading program. In the right-hand column, list each unit and the number of instructional lessons/activities presented for each component. Answer the three questions below for each component.

Phonemic Awareness Instruction

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
• That spoken words consist of individual sounds or phonemes • How words can be segmented (pulled apart) into sounds, and how these sounds can be blended (put back together) and manipulated (added, deleted, and substituted) • How to use their phonemic awareness to blend sounds to read words and to segment words into sounds to spell them	• Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills, such as segmenting and blending • Begin with auditory phonemic activities and link sounds to letters as soon as possible • Use letters to manipulate phonemes and help students apply their knowledge of phonemic awareness when reading and writing • Monitor students' progress to inform instruction	

1. How well does your reading program address this component?

2. What types of instructional materials are available to supplement the core reading program?

3. How can the *Reading First* coach provide assistance?

Phonics and Word Study Instruction

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
• Accurate and rapid identification of the letters of the alphabet • The alphabetic principle (an understanding that the sequence of sounds or phonemes in a spoken word are represented by letters in a written word) • Phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts) • How to apply phonics elements as they read and write	• Provide explicit, systematic phonics instruction that teaches a set of letter-sound relations • Provide explicit instruction in blending sounds to read words • Include practice in reading texts • Give substantial practice applying phonics as students read and write • Monitor students' progress to inform instruction	

4. How well does your reading program address this component?

5. What types of instructional materials are available to supplement the core reading program?

6. How can the *Reading First* coach provide assistance?

Fluency

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
• How to read words (in isolation and in connected text) accurately and quickly with little attention or effort • How to automatically recognize words (decoding) • How to increase speed (or rate) of reading while maintaining accuracy	• Provide opportunities for oral repeated reading that include support and feedback • Match reading texts and instruction to individual students' reading levels • Provide opportunities to read narrative and expository texts • Monitor student progress in both rate and accuracy	

7. How well does your reading program address this component?
8. What types of instructional materials are available to supplement the core reading program?
9. How can the *Reading First* coach provide assistance?

Vocabulary

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
• The meanings for most of the words in a text so they can understand what they read • How to apply a variety of strategies to learn word meanings • How to make connections between words and concepts • How to accurately use words in oral and written language	• Provide instruction in the meanings of words and in word learning strategies • Actively involve students in making connections between concepts and new vocabulary in both oral and written language • Provide many opportunities for students to read in and out of school • Promote wide reading (reading a lot and reading different types of texts)	

10. How well does your reading program address this component?

11. What types of instructional materials are available to supplement the core reading program?

12. How can the *Reading First* coach provide assistance?

Comprehension

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
• How to read both narrative and expository texts • How to understand and remember what they read • How to relate their knowledge or experiences to text • How to use comprehension strategies to improve their comprehension	• Explain, model, and teach comprehension strategies (e.g., predicting, comprehension monitoring, summarizing, question answering, question generation, graphic organizers) • Provide comprehension instruction before, during, and after the reading of narrative and expository texts • Promote thinking and extended discourse by asking questions and encouraging student questions and discussions • Monitor students' progress to inform instruction	

13. How well does your reading program address this component?

14. What types of instructional materials are available to supplement the core reading program?

15. How can the *Reading First* coach provide assistance?

Chapter 3

LEADING FOR READING SUCCESS OBJECTIVE

Reading First coaches will enhance their knowledge of methods and procedures for delivering systematic and explicit core and intervention reading instruction.

TAKING THE LEAD

KEY IDEAS

What are the features of scientifically based reading instruction?

Reading First involves reading instruction that uses an SBRR reading program, provides teacher-led small group instruction, and allocates a minimum of 90 minutes for core reading instruction. The features of scientifically based reading instruction include:

➤ Delivering core and intervention reading programs and materials that reflect scientifically based reading research (SBRR). *A Consumer's Guide to Evaluating a Core Reading Program,* in Appendix C, can be used to review and evaluate reading programs.

➤ Providing explicit and systematic instruction in the five essential components of reading instruction–phonemic awareness, phonics, vocabulary, fluency, and comprehension.

➤ Aligning instruction with established grade-level standards/benchmarks that clearly delineate student expectations.

➤ Ensuring a minimum of 90 minutes per day of protected, uninterrupted time for core reading instruction.

➤ Providing differentiated instruction (e.g., teacher-led small group instruction for struggling readers) to meet the needs of individuals and groups of students.

➤ Using assessment to inform instruction and monitor student learning of the critical skills needed by students at each stage of reading development. Chapter 5 provides more information about assessment-driven instruction.

What are some frequently used terms related to designing effective instruction?

➤ **Systematic instruction** is instruction that follows a carefully designed plan of instructional steps. It is planned, purposeful, and sequenced. Systematic instruction provides students with extensive teacher support during the early stages of learning.

➤ **Explicit instruction is instruction** that is concrete and visible. The teacher explains new concepts and strategies in clear and concise language. Explicit instruction involves modeling and explaining concepts and skills using many examples. Teachers provide a high level of support as students practice and apply newly learned concepts and skills.

➤ **Scaffolding** refers to instructional techniques that support students' learning. Scaffolding can be provided through teachers' use of language, instructional materials, tasks, and grouping formats. The goal of scaffolding is to adjust and extend instruction so students are able to develop new concepts and skills. As students become more proficient, support is gradually withdrawn.

➤ **Maximizing student engagement** refers to designing instruction so all students participate in learning activities that have academic value. It involves increasing every student's opportunity to interact and respond to instruction (e.g., response boards, choral responses). Maximizing student engagement also minimizes activities that do not reinforce and extend student learning.

How is systematic and explicit instruction delivered?

Systematic and explicit instruction supports student learning by presenting new material in small steps, with ample practice opportunities. This type of instruction requires careful attention to lesson design and instructional delivery.

Systematic and explicit lessons include the following phases: orientation/review, presentation, guided practice, and independent practice.

ORIENTATION/REVIEW

During the orientation/review phase of the lesson, teachers state the learning objectives in clear and understandable language. This phase involves:

➤ Explaining procedures.

➤ Activating students' prior knowledge and helping students make connections to information they have already learned.

➤ Regularly reviewing previously taught concepts and skills.

➤ Reteaching when necessary.

➤ Ensuring students have the prerequisite (required) knowledge and skills to learn new concepts and skills presented in a lesson.

PRESENTATION

During the presentation phase of the lesson, teachers explain the targeted concept and/or skill and provide scaffolded instruction. Key features of this phase include:

➤ Presenting material in small steps so students can learn each step one at a time.

➤ Modeling with explanation.

➤ Giving many examples and non-examples, when appropriate, of the concept, skill, or strategy the students are learning.

➤ Staying focused on the objective.

➤ Pacing instruction to maximize student engagement in the learning process.

➤ Monitoring students' understanding and clarifying important steps or ideas.

➤ Leading students through each step and providing corrective feedback and reinforcement.

GUIDED PRACTICE

During guided practice, teachers closely monitor as students practice new concepts and/or skills on their own. Teachers continue to provide immediate positive reinforcement and corrective feedback. Corrective feedback prompts students to find and correct errors early in the learning process.

Guided practice should occur immediately after new concepts and skills are presented. It needs to continue frequently until students achieve 85 to 90% accuracy. Struggling learners generally require many practice opportunities to achieve 85 to 90% accuracy with a new concept or skill.

Research indicates that more frequent intense, highly engaging practice opportunities are more effective than fewer, longer practice sessions. For example, 5- to 10-minute practice sessions distributed or interspersed over a series of days are more effective than long 30- to 40-minute sessions.

INDEPENDENT PRACTICE

When students achieve accuracy during guided practice, they are ready to independently practice and apply newly learned concepts and skills during reading and writing. During independent practice, teachers continue to provide support and help students integrate new knowledge and skills with what has previously been learned.

Teachers also monitor students' progress during this phase. Progress monitoring helps teachers determine if students are maintaining new concepts and skills. Independent practice sessions promote automaticity and generalization of knowledge and skills to different contexts. For example, students learn to apply reading and writing skills in social studies, science, and math.

SUMMARY OF DELIVERING SYSTEMATIC AND EXPLICIT READING INSTRUCTION

Orientation/Review	Teachers present learning objectives, explain procedures, activate prior knowledge, review, and ensure students have the necessary prerequisite skills.
Presentation	Teachers present a new reading concept or skill, model/demonstrate it using visual, concrete examples, and lead students through a highly structured step-by-step practice.
Guided Practice	Teachers monitor students as they practice, correct errors and misconceptions, and reteach when necessary.
Independent Practice	Students practice on their own. Teachers provide multiple practice sessions, help students integrate new concepts and skills as they read and write, and monitor their progress.

How can teachers ensure that reading instruction is systematic and explicit?

R₁ To ensure that reading instruction is systematic and explicit, teachers can modify both the design and delivery of lessons. The *Systematic and Explicit Instruction Checklist* provided in the *Coaching Tools and Resources* section of this chapter, page 21, can be used by *Reading First* coaches and teachers during demonstration lessons and classroom observations.

A₁
KEEPING THE LEAD

Complete Practice Activity 1: *Making Instruction Systematic and Explicit,* on page 17.

How can teachers adapt reading lessons to be more explicit?

IDENTIFY THE MOST CRITICAL CONCEPTS AND SKILLS STUDENTS NEED TO LEARN AND TEACH THEM THOROUGHLY.

Determine the instructional focus to address students' academic learning needs. Focus on the concepts and skills that have the highest impact on learning to read, such as phoneme segmentation, blending sounds to read words, fluency, vocabulary, and comprehension.

BREAK LEARNING TASKS INTO MANAGEABLE STEPS.

Follow the model-lead-test procedure for each step:

➤ Model the concept or skill.
➤ Practice applying the concept or skill together.
➤ Have students apply the concept or skill on their own.

EXAMPLE

Mrs. Jones segments a word. The students listen and watch her hold up a finger for each phoneme. Then, Mrs. Jones and her students segment a word together. She and her students hold up fingers to represent the phonemes. Mrs. Jones asks individual students to segment similar words. She provides immediate feedback. Finally, Mrs. Jones says a word and asks the students to try to segment it chorally without her assistance.

PROGRESS FROM EASY TO MORE DIFFICULT TASKS.

EXAMPLES

Mrs. Jones has students practice segmenting continuous sounds (e.g., /m/) before moving on to stop sounds (e.g., /b/).

Mr. Mason ensures that students master segmenting consonant-vowel-consonant (CVC) words before he introduces more difficult word patterns.

MAKE LEARNING VISIBLE FOR STUDENTS.

EXAMPLES

When modeling phoneme segmentation to students, Mrs. Jones holds up a finger as she says each sound in a word.

Mr. Mason gives students chips or tokens to represent the sounds in a word during a "Say It and Move It" activity. Each time students say a sound, they move a chip from the dotted-lined circle to the corresponding solid-lined circle.

Say It and Move It Activity
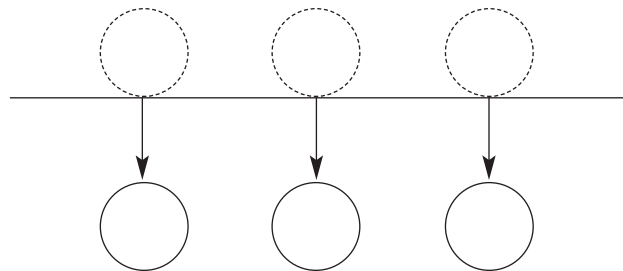
INTEGRATE PREVIOUSLY LEARNED KNOWLEDGE AND SKILLS INTO THE LESSON.

Teachers can help students make connections and better understand how reading concepts and skills are interrelated.

Mr. Mason provides instruction on phoneme segmentation. He links phonemic segmentation to sounding out individual letters to read and spell CVC words. He writes CVC words on the board, pointing to each letters as he says its sound. Mr. Mason then sweeps his hand under the whole word as he reads it. Mr. Mason leads the students in a practice activity using more CVC words.

PROVIDE FREQUENT AND MEANINGFUL OPPORTUNITIES FOR STUDENTS TO PRACTICE AND REVIEW NEW LEARNING.

Teachers can reinforce new knowledge and skills by providing many opportunities for students to practice and maintain reading concepts and skills.

EXAMPLE

Mr. Mason engages students in short phonemic segmentation tasks as they walk to the cafeteria. After lunch, he uses a puppet to stretch the individual sounds or phonemes in CVC words for struggling learners. The puppet speaks slowly stretching each sound: /mmmmm/ /aaaaaa/ /nnnnnnnn/.

How can teachers adapt their instructional delivery of reading lessons?

MAXIMIZE STUDENT ENGAGEMENT.

Maximizing student engagement is ensuring that every minute of instruction counts. Teachers plan teacher-directed and student-directed instruction so that all students are academically engaged and participate in the process. Students are academically engaged when they are actively involved in reading or writing text and/or practicing related concepts and skills. When students are only watching and listening, academic engagement is low and students' achievement is reduced.

In most classrooms, the teacher is very active, interacting with students all day long. Even though the teacher is very busy and interactive, the majority of the students may be sitting, watching, or listening to someone else. During whole class reading instruction, students often spend approximately 70% of their time passively watching and listening to others. Struggling readers are the least likely to be engaged when they are not actively reading. Reading is difficult for them and they are not always motivated to follow along while other students are reading. Struggling readers also typically read

much less than good readers. Good readers typically choose to read more in and out of school. They often read more text when called on to read aloud in class because of their ability to read fluently.

Teachers who maximize student engagement deliver instruction that is highly interactive, allowing every student to participate and respond to instruction. Students must be engaged for learning to occur. Alternating the ways students respond can increase their participation.

EXAMPLE

Mrs. Jones incorporates a think-pair-share activity during a comprehension lesson. Students individually think about why a character may have acted a certain way in the story they read. Then students discuss their ideas with a partner and both decide on one response to the question. Teachers call on pairs to share their answers with the group.

PACE INSTRUCTION APPROPRIATELY.

Teachers can keep the pace brisk and the instruction focused when they minimize the amount of teacher talk and maximize student engagement.

PROVIDE ADEQUATE TIME FOR STUDENTS TO LEARN NEW CONCEPTS AND SKILLS.

The amount of time students need to master new concepts and skills varies and depends on a number of factors, including the complexity of the task and students' reading knowledge and skills.

MONITOR STUDENT RESPONSES AND ADJUST INSTRUCTION.

EXAMPLE

Mrs. Jones checks students' understanding during a phoneme segmentation task. She notices that Mary consistently segments the word man as /m/ /a/ /m/. Mrs. Jones reviews the /n/ sound and then has Mary practice using other CVC words with the /n/ sound.

PROVIDE IMMEDIATE AND SPECIFIC FEEDBACK TO STUDENTS.

Teachers can help students practice new concepts and skills correctly by offering specific feedback.

Examining Instructional Delivery, included in the *Coaching Tools and Resources* section of this chapter, page 23, can be used to help teachers examine their own instructional delivery techniques and skills.

What are the features of interventions that are based on scientifically based reading research?

Intervention is additional instruction that addresses the needs of students who are not making sufficient progress in the core reading program. Assessment helps determine which students may be at risk for reading difficulties and need intervention.

The programs and materials used for intervention must be research-based and emphasize the essential components of reading. Instruction is typically delivered in teacher-directed small same-ability groups of 3 to 5 students. Teachers match instruction to target individual students' needs. Instructional time is increased (e.g., 30 minutes) beyond the core reading block. Teachers maximize student engagement and time on task by providing more opportunities for students to respond and participate.

Research indicates that intervention for struggling readers needs to be explicit, systematic, intensive, and supportive.

EXPLICIT AND SYSTEMATIC

Students identified as at risk for or as having reading difficulties need intervention that especially emphasizes explicit and systematic instruction. When teachers model, provide clear explanations with examples, and include extensive practice, struggling readers receive the guidance and corrective feedback they need to master grade-level standards/benchmarks.

Intervention must focus on the reading concepts and skills that have the highest impact on learning to read. Struggling readers need to "acquire the knowledge and strategies necessary for decoding print" (Foorman & Torgesen, 2001, p. 208). When students can decode print, they are on their way to reading words and text quickly and accurately with comprehension.

Struggling readers also need explicit and systematic instruction in the other components of reading–phonemic awareness, comprehension, vocabulary, and fluency.

INTENSIVE

Intervention also provides struggling readers with instruction that is more intensive than the instruction provided in most classrooms. Intensive instruction is very focused and targeted. It includes more instructional time than is allotted for the core reading block. For example, small group reading instruction for struggling readers can be scheduled for 30 minutes daily, in addition to the 90-minute block of core reading instruction.

Teachers also need to be persistent and relentless in their teaching to ensure that students are making adequate progress. Struggling readers require more frequent (e.g., every two weeks) progress monitoring than students who are achieving grade-level standards/benchmarks. The goal of intervention is to help struggling learners get back on track as quickly as possible.

SUPPORTIVE

Intervention also needs to be very supportive, both emotionally and cognitively, for struggling readers.

Scaffolding instruction is one way to provide the support these students need during intervention. Struggling readers can benefit when teachers:

- ➤ Follow a systematic routine with clear easy-to-follow procedures.
- ➤ Sequence instruction so that easier reading skills are introduced before more complex ones.
- ➤ Monitor student progress during instruction.
- ➤ Adjust instruction in response to students' needs and to how quickly or slowly students are learning.
- ➤ Use text (e.g., decodable text) at the appropriate level of difficulty.
- ➤ Add more examples.
- ➤ Incorporate many opportunities for practice.
- ➤ Provide corrective and encouraging feedback.
- ➤ Extend the length of the task.
- ➤ Review frequently and over time.
- ➤ Reteach when necessary.
- ➤ Break tasks into smaller steps.

➤ Make learning visible.

➤ Use, and then fade, prompts and cues.

How does **Reading First** *ensure that ALL students, not some, meet challenging state standards and have access to high-quality reading instruction and intervention?*

Ensuring that ALL students meet state standards and have access to high-quality reading instruction and intervention requires effective, qualified teachers, reading programs and materials aligned with SBRR, and assessment-driven, differentiated instruction that is modified and accessible to accommodate individual students' needs.

Reading First focuses on ensuring that ALL students know how to read well by the end of third grade. A *Reading First* plan coordinates and aligns the use of funds from other federal programs, particularly Title I, to focus on the critical goal of improving reading achievement for every student.

Typical classrooms have students with a range of abilities and needs. Some students find it more challenging to learn to read, write, and spell than other students do. Some of these students may be identified for special education services because of reading and/or spelling problems. Other students may also receive special education or Section 504 services because of disabilities other than those associated with reading or spelling difficulties. Even if these students receive reading instruction in the resource room or some other location, they still require access to the general curriculum and quality core reading instruction.

Some K-3 students are advanced learners who exceed grade-level standards/benchmarks. These students need instruction that includes enrichment activities at a more accelerated pace than typically occurs in the regular classroom curriculum.

Many K-3 classrooms also include English language learners, who possess a great diversity of language proficiency in English and their native languages. These students are doing twice the cognitive work of native speakers, because they are acquiring new reading and writing concepts and skills, and at the same time attending to the sounds, meanings, and structures of a new language.

How does a **Reading First** *coach assist teachers in identifying appropriate instructional materials?*

A *Reading First* coach must have a thorough understanding of the core program and any supplementary materials used at each grade level. The coach plays an important role in helping teachers effectively identify academically engaging lessons and activities within these materials. Because reading programs often have multiple activities from which to choose, the coach should provide guidance about selecting purposeful activities that are clearly aligned with the research and grade-level goals. When selecting activities, the coach can use the following questions as guides:

> ➤ Are the activities truly connected to grade-level goals?
> ➤ Is the activity aligned with research-based practices?
> ➤ Are selected activities focused and purposeful?

The *Reading First* coach also ensures that teachers can effectively identify supplementary materials related to the essential reading components to support the core reading program. One possible resource that can be used to identify appropriate materials is Appendix D: *A Consumer's Guide to Evaluating Supplemental and Intervention Reading Programs Grades K-3.*

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PRACTICE ACTIVITIES

Making Instruction Systematic and Explicit

Directions: Choose one of the essential components of reading and identify the critical skills or concepts students need to master. Then choose a lesson from your core program that addresses the skills/concept, and outline how you will make instruction systematic and explicit. An example is provided on the next page.

Lesson Title:_____	**Pages:**_____

Essential Component of Reading: (Circle one)

Phonemic Awareness   Phonics/Word Study   Fluency   Vocabulary   Comprehension

Critical Concepts and Skills Students Need to Master:

Instructional Design Element	How I can adapt the lesson to be more systematic and explicit
How learning will be made visible and broken down into steps	
Scaffolding that will be incorporated into the lesson design	
Previous knowledge and skills necessary for learning new concepts and skills	
Opportunities for practice and review	
Notes regarding students' background knowledge	

Making Instruction Systematic and Explicit

Directions: Choose one of the essential components of reading and identify the critical skills or concepts students need to master. Then choose a lesson from your core program that addresses the skills/concept, and outline how you will make instruction systematic and explicit.

Lesson Title:_____	Pages:_____

Essential Component of Reading: (Circle one)

Phonemic Awareness   Phonics/Word Study   Fluency   Vocabulary   Comprehension

Critical Concepts and Skills Students Need to Master:

Instructional Design Element	How I can adapt the lesson to be more systematic and explicit
How learning will be made visible and broken down into steps	Use fingers to represent phonemes as they are segmented; use a Say It and Move It activity with tokens.
Scaffolding that will be incorporated into the lesson design	Begin with continuous sounds then move to stop sounds.
Previous knowledge and skills necessary for learning new concepts and skills	Phoneme blending.
Opportunities for practice and review	After Say It and Move It lesson, have students orally segment words into phonemes without the mat/tokens.
Notes regarding students' background knowledge	For English language learners, provide pictures of words, when appropriate, to help with identification and understanding of vocabulary.

Adapted from Akiyama-Paik, K., Jim, J., & Terui, K. (2003). *Hawaii Reading Excellence Act: Institute on beginning reading: Systematic and explicit instructional strategies.* Honolulu, HI: Hawaii Department of Education and University of Oregon, College of Education, Institute for the Development of Educational Achievement.

COACHING TOOLS AND RESOURCES

Systematic and Explicit Instruction Checklist

	Review previous learning and prerequisite knowledge and skills
	➤ Keep reviews brief, frequent, and spaced over time
	Reteach when necessary
	➤ Try multiple techniques and vary presentation/format from initial instruction
	Identify objective and specific elements to be learned
	➤ Build specific knowledge and skills identified in state standards
	➤ Target needs based on continuous progress monitoring
	Activate and build background knowledge
	➤ Build on what students already know and expand their knowledge
	➤ Consider cultural and linguistic diversity
	Reduce the amount of new information presented at one time
	➤ Use a logical sequence (e.g., progress from easier to more complex)
	Model or demonstrate procedures
	➤ Show how something is done
	➤ Think aloud and explain thinking processes used
	Provide examples and, when appropriate, nonexamples
	➤ Include visual prompts and/or graphic organizers
	Maximize students' engagement
	➤ Include a variety of ways for students to participate (e.g., response cards)
	➤ Pace instruction, stop to repeat key ideas, and allow extra time, if needed
	Check for students' understanding
	➤ Ask different levels of questions and encourage students to generate questions
	➤ Incorporate sufficient wait time
	➤ Provide corrective feedback to help students understand
	➤ Adjust instruction so students are challenged and able to develop new skills

Adapted from University of Texas Center for Reading and Language Arts. (2002). Second grade teacher reading academy. Austin: UT System/Texas Education Agency.

Examining Instructional Delivery

After a lesson, consider the following questions:

Did I provide frequent opportunities for students to respond?
Did I pace the instruction appropriately?
Did I provide adequate time for students to process the new learning?
Did I monitor students' responses and adjust instruction based on what I observed?
Did I provide immediate and specific feedback to students?
How can I modify my instructional delivery to make it more explicit?

Adapted from Sacramento County Office of Education, Reading Lions Center. (2003). *Reading First coaches 2003-04 institute #1: Instructor materials.* Sacramento, CA: Author.

Chapter 4

BUILDING INSTRUCTIONAL LEADERSHIP

LEADING FOR READING SUCCESS OBJECTIVE

Reading First coaches will enhance their ability to promote collaborative relationships at the district and school levels (among administrators, coaches, and teachers) that foster change to improve the implementation of SBRR instructional reading practices and programs.

TAKING THE LEAD

KEY IDEAS

How can schools effectively manage and oversee the implementation of **Reading First?**

The success of *Reading First* depends on a network of people working together to implement, oversee, and monitor a district's or school's *Reading First* plan. Administrators, other instructional leaders (e.g., the reading coach), and teachers all play a critical role in its implementation.

Reading First schools should form an instructional leadership team comprising knowledgeable and dedicated administrators and other staff and faculty, such as the principal, assistant principal, *Reading First* coach, or program coordinator.

What is the major role of an instructional leadership team?

Instructional leaders must have a clear vision of effective reading instruction and SBRR. They must also be constantly monitoring the progress of programs and instruction to be certain that high-quality program implementation is occurring and all students are making satisfactory progress. Instructional leaders must be able to recognize effective reading instruction when it occurs in the classroom. They also must be able to determine when reading instruction is not being effectively implemented. This enables them to identify and communicate the gap to teachers and/or staff so necessary changes and adjustments can be made to instruction and program delivery.

Instructional leadership teams function as the site-based managers and monitors of *Reading First*. Specific roles and responsibilities are delegated by local *Reading First* coordinators in a variety of ways across districts and schools to ensure that the *Reading First* plan is being effectively implemented and monitored.

For example, the *Reading First* coach plays an important role in providing direction and support to teachers in the classroom as they implement and improve reading instruction; the assistant principal may be responsible for coordinating class schedules to ensure 90 minutes of core reading instruction; and the program coordinator may work with the coach to plan and conduct on-site professional development.

R₁ An evaluation sheet, *Setting Priorities for Reading Instruction*, is provided in the *Coaching Tools and Resources* section of this chapter, page 19.

Instructional leadership teams also build collegiality and positive relationships among coworkers based on a shared vision, common goals, and open communication. A supportive environment stimulates good interpersonal relationships, fostering a continuous desire to implement change for improved student reading outcomes.

COLLEGIALITY PROMOTES:

➤ Collaborative problem solving.
➤ Trust among staff, faculty, and administration.
➤ Professional growth for faculty individually and as a whole.
➤ Improved teaching, which leads to improved student outcomes.

A₁ **KEEPING THE LEAD**

Complete Practice Activity 1: *Setting Priorities for Reading Instruction*, on page 13.

How can instructional leadership make a difference and improve reading outcomes?

Instructional leadership teams can foster change that results in improved reading outcomes for all students. Effective instructional leadership can make a difference by clearly communicating *Reading First* goals, focusing on a plan of action, facilitating organizational support, providing continuous professional development and support in the classroom, monitoring progress, and promoting schoolwide and classroom accountability.

COMMUNICATING READING FIRST GOALS

Instructional leadership involves clearly communicating the goals outlined in the district/school *Reading First* plan. The leadership team provides teachers, students, parents, and the community with a clear picture of the goals and expectations of *Reading First:* improving student outcomes in reading.

Instructional leadership also promotes a sense of instructional urgency, the need for change and improvement to ensure that all students are reading on or above grade level by the end of third grade. Instructional leadership also protects and maintains the focus on *Reading First* goals. This involves overcoming resistance to change, including barriers and problems that arise. It also requires administrators to eliminate conflicting messages and competing initiatives.

Leadership teams also must establish and communicate high expectations for teachers and students. They help teachers and staff recognize students' strengths and needs, identify instructional areas in need of change and improvement, and participate in a decision-making process to address identified areas of concern.

FOCUSING ON A PLAN OF ACTION

Implementation is the key to successful school improvement when increased reading achievement is the goal. The leadership team works with teachers and staff to develop a course of action for achieving *Reading First* goals.

When developing a course of action, leadership teams identify the necessary steps for implementation of SBRR; determine who is responsible for what; and establish target dates for completion.

FACILITATING ORGANIZATIONAL SUPPORT

The leadership team must be committed to providing the support teachers need to effectively teach all students in their classrooms. Mobilizing resources, especially for struggling readers, is one way to help teachers provide high-quality instruction.

Schools need to have systems and procedures for scheduling a minimum of 90 minutes of core reading instruction and additional instructional time for intervention with few interruptions. For teachers to differentiate instruction to address the wide range of student abilities, they require access to appropriate SBRR instructional materials, scheduling solutions for instructional grouping, clear and unobtrusive (e.g., easily incorporated within daily instruction) assessment procedures, and behavior management guidelines.

A leadership team needs to continually promote learning as the basis for change and reading improvement. An instructional leadership team focuses on providing ongoing professional development and support to ensure high-quality reading instruction based on SBRR is delivered to all K-3 students. "Leadership. . . is best developed by learning to lead school improvement efforts, which means learning to generate the kinds of staff development that lead to student learning" (Joyce & Showers, 2002, p. 159).

Professional development necessitates collaboration among administrators, teachers, and other staff. *Reading First* schools determine students' needs, select effective reading programs and interventions that address these needs, provide training to enable teachers to deliver high-quality instruction, and monitor student outcomes. The *Reading First* coach and other members of the leadership team need to set an example by refining and enhancing their own knowledge and skills related to effective reading instruction, programs, assessments, and SBRR. They need to "know" reading programs, interventions, and supplementary materials. Instructional leaders need to attend the same professional development sessions that teachers attend. They need to use professional vocabulary that teachers are learning and using in their instruction. An Instructional Leadership Self-Assessment Survey is located in the *Coaching Tools and Resources* section of this chapter, page 21.

Professional development involves a strong commitment to practicing and implementing effective SBRR reading instruction; to receiving assistance and support during the improvement/change process; and to collecting data for determining student improvement and program effectiveness.

THE LEADERSHIP TEAM CAN PROMOTE CONTINUOUS PROFESSIONAL DEVELOPMENT BY:

➤ Developing a professional development plan that addresses specific needs identified by assessment data.

➤ Organizing both on-site informal (i.e., discussions, observations) and formal (i.e., training workshops) professional development to provide well-rounded learning experiences.

➤ Continuing professional development through classroom guidance and support to individuals and small groups of teachers.

➤ Modeling and demonstrating effective reading instruction.

➤ Clarifying misconceptions about new programs and practices.

➤ Developing and promoting positive attitudes about new programs and practices.

(continued)

> ➤ Celebrating successes, both publicly and with individual teachers.
>
> ➤ Promoting transfer of leadership–empowering teachers with the knowledge and skills they need to improve instruction and increase student reading achievement

MONITORING PROGRESS AND PROMOTING SCHOOLWIDE SUCCESS

The leadership team continually monitors the progress toward *Reading First* goals. They oversee the collection of data about student progress toward grade-level standards/benchmarks, as well as teachers' knowledge, skills, and needs.

The leadership team promotes schoolwide success by using assessment data to inform classroom instruction, to measure progress toward goals, to identify gaps, and to adjust instruction and program objectives to improve students' progress and outcomes.

Promoting schoolwide success involves:

➤ Full-scale implementation of instructional and intervention programs from day one through the final day of the school year.

➤ Ongoing professional development based on assessment data, state standards/benchmarks, the five essential reading components, and SBRR.

➤ Effective classroom management that maximizes student engagement in academic learning activities.

➤ High standards and expectations for all students.

➤ Implementation of a progress monitoring system to identify students who need intervention and teachers who need assistance, to track student progress, and to inform instructional decision-making.

➤ Instructional priorities to ensure ALL students are making adequate gains in reading.

What is the **Reading First** *coach's role in fostering change and improving implementation of SBRR instructional reading practices and programs?*

Defining the *Reading First* coach's role begins by clarifying expectations at the district and/or school level. The *Reading First* coach often occupies a newly created position in many schools. Coaches and administrators must work together to clarify the coach's role and performance requirements. When the coach's roles and responsibilities are defined, they need to be clearly communicated to teachers, staff, and parents. Clearly defining the *Reading First* coach's role can foster effective interactions that are built on trust and collaboration.

Effective coaching is a powerful tool that can inspire professional learning and improve teacher effectiveness. *Reading First* coaches can help foster change and improve implementation of SBRR instruction by:

➤ Attending professional development and meetings to enhance their own professional knowledge, skills, and expertise about effective reading instruction and SBRR.

➤ Scheduling grade-level team meetings a minimum of once per week for problem solving, data collection and review, sharing teaching methods, and determining teachers' needs for training and materials.

➤ Sharing information with teachers about overall school progress, plans, and current information.

➤ Scheduling times for one-on-one teacher conferences, demonstrations, observations, and other professional development to improve instruction. A *Sample Coaching Schedule* is provided in the *Coaching Tools and Resources* section of this chapter, page 23.

➤ Ensuring that grade-level teams have opportunities to review current student data, to problem solve, and to discuss different classroom experiences with administrators.

➤ Developing and extending SBRR instructional practices presented during professional development. Research indicates that coaching can facilitate professional and collegial relationships. *Reading First* coaches can help teachers transfer knowledge and skills from professional development sessions to classroom practice.

➤ Expecting and reinforcing high-quality instructional practices.

➤ Being persistent and patient as teachers implement new instructional strategies. Co-teaching and offering assistance, when needed. Reducing teachers' anxiety by pairing teachers who are proficient in specific practices or skills with others who are still developing them. Maintaining confidentiality to protect coaching trust and credibility.

➤ Meeting regularly with the principal and other members of the leadership team to coordinate support, share progress, and address areas of concern. A *Reading First Coach's Report to Principal* is provided in the *Coaching Tools and Resources* section of this chapter, page 25.

KEEPING THE LEAD

Complete Practice Activity 2: *Guiding Questions: Reading First Coaches*, on page 15.

What is the principal's role in improving overall student reading outcomes?

Improvement in reading instruction within a school greatly depends on the principal's involvement. The principal's role includes a variety of supportive and managerial tasks, including:

➤ Learning about effective reading instruction, SBRR, and improving leadership skills.

➤ Participating in on-site professional development sessions to facilitate an understanding of what needs to be happening in the classroom.

➤ Communicating and actively supporting the district/school *Reading First* plan. This includes making presentations at various school and community meetings.

➤ Monitoring and coordinating the scheduling and implementation of the *Reading First* plan in all classes across grade levels for ALL students, including English language learners and special education students.

➤ Working with the *Reading First* coach and other members of the leadership team to support classroom implementation of SBRR reading instruction and practices and the coordination of staff development opportunities both during and after school hours.

➤ Ensuring that state standards/benchmarks are the instructional focus for planning and delivering reading instruction.

➤ Taking part in the selection and evaluation of SBRR instructional materials and programs.

➤ Being involved in the implementation (e.g., learning about the content and delivery) of SBRR instructional materials and programs.

➤ Overseeing and organizing arrangements for program and material acquisition, delivery, and maintenance.

➤ Coordinating the implementation of the assessment system, including the data management/reporting system and analysis/interpretation of data to inform decision-making at the school and classroom levels.

➤ Fostering a clear distinction between the role of the *Reading First* coach and the principal (e.g., help teachers understand the non-supervisory nature of the coach's position). The principal and coach should carefully establish their mutual expectations of the coach's role at the beginning of the school year. The coach's non-evaluative, supportive position should be clearly described for teachers in order to create a positive environment for coaching and learning.

➤ Allocating time for and taking an active role in regular grade-level meetings to monitor classroom progress toward *Reading First* goals, to ensure access to the curriculum for ALL students, and to affirm expectations for adherence to the *Reading First* plan.

➤ Staying focused on the overall goal of *Reading First*–improved student outcomes in reading achievement.

R5 An observation form for principals is included in the *Coaching Tools and Resources* section of this chapter, page 29.

What is the district's (i.e., central office's) role in improving student outcomes?

The district plays a vital role in improving student outcomes through the establishment and supervision of a system for effective implementation of the *Reading First* plan, whether it pertains to one school or many. Because districts will be using the assessment data to inform program decisions and provide targeted technical assistance, it is important that district-level *Reading First* personnel be well trained in the interpretation and application of results from the selected assessments.

Districts establish a system for:

➤ Communicating the goals of *Reading First* to the school, parents, and the community.

➤ Identifying standards-based instructional reading programs, interventions, and supplementary materials.

➤ Ensuring that *Reading First* personnel at all levels are knowledgeable of the selected programs (core, supplemental, and intervention) and assessments.

➤ Coordinating professional development efforts, including federal, state, and local sessions.

➤ Meeting regularly with school instructional leadership teams to ensure fidelity of implementation of the *Reading First* plan.

➤ Data management to inform decision making at both the school and classroom levels.

➤ Collaborative decision-making process for using assessment data to make adjustments and modifications to existing programs and practices.

➤ Communicating the goals and plan for improving reading instruction, including ongoing professional development through coaching, classroom visits, and assessment analysis.

➤ Ensuring that the needs of all students are addressed.

R6 A *Planning Checklist for Implementing Coaching in Reading First Schools* is provided in the *Coaching Tools and Resources* section of this chapter, page 31, to help your leadership team implement effective coaching.

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PRACTICE ACTIVITIES

Setting Priorities for Reading Instruction

Read each statement related to scientifically based reading instruction and determine its priority by asking:

➤ What is its importance when teaching students to read at or above grade level? Rate from 1 to 5, with 5 as very high priority and 1 as very low priority.

➤ To what extent is it being implemented by teachers? Rate from 1 to 5, with 5 as clearly present and 1 as never present.

A discrepancy between importance and implementation indicates an area of high priority.

Features of Scientifically Based Reading Instruction		
Importance (Circle one)		**Extent of Implementation** (Circle one)
5 4 3 2 1	Teachers focus instruction on the five essential components.	5 4 3 2 1
5 4 3 2 1	Teachers provide differentiated instruction to address individual students' strengths/weaknesses.	5 4 3 2 1
5 4 3 2 1	Instruction is based on a comprehensive scope and sequence.	5 4 3 2 1
5 4 3 2 1	Teachers plan/implement coordinated instructional activities.	5 4 3 2 1
5 4 3 2 1	Teachers use appropriate levels of student materials to match abilities.	5 4 3 2 1
5 4 3 2 1	Teachers provide ample practice opportunities.	5 4 3 2 1
5 4 3 2 1	Teachers monitor progress frequently.	5 4 3 2 1
5 4 3 2 1	Teachers maximize student learning.	5 4 3 2 1
5 4 3 2 1	Teachers pace lessons appropriately.	5 4 3 2 1
5 4 3 2 1	Teachers minimize disruption and protect reading instructional time.	5 4 3 2 1
5 4 3 2 1	Teachers emphasize small group instruction.	5 4 3 2 1
5 4 3 2 1	Teachers provide effective interventions for struggling readers.	5 4 3 2 1
5 4 3 2 1	Supplemental materials align with core reading instructional programs and materials.	5 4 3 2 1

Adapted from Alabama Reading Initiative, & Alabama Reading First Initiative. (2003). *Leadership team notebook.* Montgomery, AL: Author.

Answer the following questions.

1. What conclusions can you draw from your ratings?

2. What areas need to be included in an action plan? Order by priority.

Suggestion: Ask teachers to complete this activity. Have them brainstorm how to improve their instruction. A copy is included in the *Coaching Tools and Resources* section of this chapter, on page 19.

Adapted from Alabama Reading Initiative, & Alabama Reading First Initiative. (2003). *Leadership team notebook.* Montgomery, AL: Author.

Guiding Questions: *Reading First* Coaches

Directions: Answer the following questions to identify areas of strength and areas for improvement.

1. What can I do to improve school leadership?

2. How can I promote and instill in teachers the need for improvement and incorporation of SBRR practices and programs?

3. How can I foster positive relationships among teachers and with other instructional leaders/administrators?

4. What are some ways to help teachers understand the importance of collecting assessment data and using the results to inform instruction?

5. How can I promote continuous professional development for teachers and instructional leaders/administrators?

Adapted from Consortium on Reading Excellence, Inc. (2003). *Reading coach course, part 1: Reading coach institute: Participant resource notebook.* Emeryville, CA: Author.

COACHING TOOLS AND RESOURCES

Setting Priorities for Reading Instruction

Read each statement related to scientifically based reading instruction and determine its priority by asking:

➤ What is its importance when teaching students to read at or above grade level? Rate from 1 to 5, with 5 as very high priority and 1 as very low priority.

➤ To what extent is it being implemented by teachers? Rate from 1 to 5, with 5 as clearly present and 1 as never present.

A discrepancy between importance and implementation indicates an area of high priority.

Features of Scientifically Based Reading Instruction		
Importance (Circle one)		**Extent of Implementation** (Circle one)
5 4 3 2 1	Teachers focus instruction on the five essential components.	5 4 3 2 1
5 4 3 2 1	Teachers provide differentiated instruction to address individual students' strengths/ weaknesses.	5 4 3 2 1
5 4 3 2 1	Instruction is based on a comprehensive scope and sequence.	5 4 3 2 1
5 4 3 2 1	Teachers plan/implement coordinated instructional activities.	5 4 3 2 1
5 4 3 2 1	Teachers use appropriate levels of student materials to match abilities.	5 4 3 2 1
5 4 3 2 1	Teachers provide ample practice opportunities.	5 4 3 2 1
5 4 3 2 1	Teachers monitor progress frequently.	5 4 3 2 1
5 4 3 2 1	Teachers maximize student learning.	5 4 3 2 1
5 4 3 2 1	Teachers pace lessons appropriately.	5 4 3 2 1
5 4 3 2 1	Teachers minimize disruption and protect reading instructional time.	5 4 3 2 1
5 4 3 2 1	Teachers emphasize small group instruction.	5 4 3 2 1
5 4 3 2 1	Teachers provide effective interventions for struggling readers.	5 4 3 2 1
5 4 3 2 1	Supplemental materials align with core reading instructional programs and materials.	5 4 3 2 1

Answer the following questions.

    1. What conclusions can you draw from your ratings?

    2. What areas need to be included in an action plan? Order by priority.

Adapted from Alabama Reading Initiative, & Alabama *Reading First* Initiative. (2003). *Leadership team notebook.* Montgomery, AL: Author.

Instructional Leadership Self-Assessment Survey

Administrators and other instructional leaders need ongoing professional development to develop and enhance their knowledge, skills, and expertise in effective reading instruction and SBRR.

Answer the following questions.

1. What are two areas related to reading instruction and SBRR that you have learned more about recently?

2. What are two areas related to reading instruction and SBRR you want to learn more about?

3. List specific professional development activities that would be most helpful to foster your continued growth and understanding of effective reading instruction and SBRR.

4. Review your results with others on your leadership team to coordinate an action plan for meeting professional development needs.

Adapted from Alabama Reading Initiative, & Alabama Reading First Initiative. (2003). *Leadership team notebook.* Montgomery, AL: Author.

Sample Coaching Schedule

In this sample schedule, a reading coach spends 4.5 hours per day in one of four targeted grade levels and 3.5 hours planning, meeting, or conducting other duties.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Grade A	**Grade B**	**Grade C**	**Grade D**	
8:00–1:00 (includes lunch break)	In the classroom (e.g., observing, demonstrating)	In the classroom (e.g., observing, demonstrating)	In the classroom (e.g., observing, demonstrating)	In the classroom (e.g., observing, demonstrating)	Appropriate administrative duties (e.g., planning); make-up sessions with teachers
1:00–1:30	**Planning**				
1:30–2:30	**Flexible Time** Leadership responsibilities, conferences with teachers (e.g., to discuss instruction or student progress, work with students, or conduct interventions)				
2:30–3:30	**Grade-level Meetings**				

Adapted from Alabama Reading Initiative, & Alabama *Reading First* Initiative. (2003). *Leadership team notebook.* Montgomery, AL: Author.

Reading First Coach's Report to Principal

Coach:_____

School: _____ Report Interval: _____

INSTRUCTIONAL MATERIALS

___1. Teachers receive all necessary instructional materials on time.

___2. Teachers have adequate supplementary materials aligned with the core reading program.

Plan of action for areas in need of follow-up:

_____

_____

INSTRUCTIONAL TIME

___3. Agreed-upon instructional time is provided to all students every day.

___4. Agreed-upon additional instructional time is provided for students receiving intervention.

___5. Time is used efficiently throughout the day to maximize student engagement and participation.

___6. Students are provided effective instruction when teachers are absent.

___7. Student tardiness or absenteeism is not hampering instruction.

Plan of action for areas in need of follow-up:

_____

_____

INSTRUCTIONAL GROUPING, PLACEMENT, & SCHEDULING

___8. Criteria for placement and grouping of students are being implemented in all classrooms.

___9. New students are quickly placed and grouped according to program procedures.

___10. Support is available to help teachers provide extra help to students when needed.

Plan of action for areas in need of follow-up:

_____

_____

ASSESSMENT

___11. Classroom-based instructional assessments are being administered, and progress monitoring results are documented and used to inform instruction. Assessment information is readily available to coach.

___12. Solutions to problems (e.g., inadequate student progress) are being implemented, and their effectiveness monitored, with serious situations receiving priority.

Plan of action for areas in need of follow-up:

_____

_____

CLASSROOM IMPLEMENTATION

___13. Teachers are implementing SBRR programs and interventions effectively and by design.

___14. Teachers are implementing explicit and systematic instruction.

___15. Teachers are scaffolding instruction to meet individual students' needs.

___16. Teachers are monitoring student progress during instruction and making appropriate adjustments to ensure student mastery of standards/benchmarks.

Plan of action for areas in need of follow-up:

_____

_____

PROFESSIONAL DEVELOPMENT—ON-SITE SESSIONS

___17. Scheduled professional development is occurring. Time is used effectively.

Plan of action for areas in need of follow-up:

_____

_____

PROFESSIONAL DEVELOPMENT—CLASSROOM COACHING

___18. Coach is able to use entire day productively, focusing on improving classroom reading instruction.

___19. There is adequate time for coach to meet with teachers to examine lesson effectiveness, pacing, student performance, and to plan follow-up sessions.

___20. Teachers are working collaboratively with coach, implementing suggestions to teach more efficiently and solve problems.

Plan of action for areas in need of follow-up:

_____

_____

BEHAVIOR MANAGEMENT

____21. Student behavior inside and outside the classroom is good. School environment is characterized by positive interactions.

____22. Teachers are receiving adequate support in dealing with difficult-to-manage students.

____23. Motivation mechanisms are in place and effectively working to encourage students to work hard, perform well, and read outside the school environment.

Plan of action for areas in need of follow-up:

_____

_____

SCHOOL CLIMATE

____24. Teachers are communicating situations in which they require assistance or materials.

____25. Teacher behavior and actions indicate that they believe changes can result in higher levels of reading achievement.

____26. There are no conflicting practices or approaches impeding student learning.

Plan of action for areas in need of follow-up:

_____

_____

Adapted from University of Texas Center for Reading and Language Arts. (2000). *Building a campus of readers: A professional development guide for Texas reading leaders.* Austin: UT System/Texas Education Agency.

Principal Observation Form for Classroom Visitations

Teacher:_____ Grade: _____

Date:_____ Time: _____

1. Is the schedule being followed?

_____

_____

2. Are teacher and student materials readily available?

_____

_____

3. Is instruction explicit and systematic (e.g., task broken down into smaller steps)?

_____

_____

4. Are all students in instructional groups attentive and highly engaged, and responding in a manner that indicates that they are actively involved and learning?

_____

_____

_____

_____

5. Is the teacher aware of whether students are learning and scaffolding instruction for those who are having difficulty?

_____

_____

_____

_____

6. Are students who are working independently, in pairs, or in student-directed groups highly engaged?

_____

_____

_____

7. Are learning objectives clearly stated and articulated throughout the lesson?

_____

_____

Planning Checklist for Implementing Coaching in *Reading First* Schools

Who	When	Tasks To Be Accomplished
		Ensure that the *Reading First* coach is an experienced reading teacher who is highly knowledgeable in: SBRR; the essential reading components; state standards; adopted core, supplemental, and intervention reading programs; screening, diagnostic, progress monitoring, and outcome assessments; as well as a person who possesses good people-oriented skills (e.g., communication skills, flexibility, patience).
		Communicate the district's *Reading First* plan, including the administration's support of the coaching process, with teachers, staff, parents, and the community.
		Establish from the outset the *Reading First* coach's roles and responsibilities in a written format and ensure that everyone, including the coach, principals and teachers, understands them.
		Determine how the *Reading First* coach's job performance will be evaluated.
		Address the issues of evaluation and confidentiality with teachers directly from the outset. Ensure that the school climate promotes a non-threatening atmosphere for teachers to participate and work with the *Reading First* coach.
		Ensure that *Reading First* coaches are not assigned inappropriate duties that interfere with their ability to coach (e.g., substitute teach, proctor exams).
		Ensure that K-3 schedules set aside time for teachers and *Reading First* coaches to work together. Schedules include a minimum of 90 minutes of core reading instruction with additional time for intervention. Protect reading instructional time from disruption.
		Ensure that *Reading First* coaches receive the training they need to effectively and confidently provide on-site coaching duties.

Who	When	Tasks To Be Accomplished
		Ensure that principals are knowledgeable about SBRR and instructional practices so they can regularly visit classrooms and engage with teachers and *Reading First* coaches about effective instructional practices and student learning.
		Develop a year-to-year plan for implementing the coaching process.
		Create a coaching schedule that reflects the *Reading First* coach's roles and responsibilities and allows sufficient time to work with individual teachers, grade-level teams, and K-3 teams. ➤ Conferences ➤ Demonstrations ➤ Observations ➤ Teacher study groups ➤ Grade-level meetings
		Conduct initial meetings with K-3 teachers and instructional staff to orient them to the *Reading First* coach's roles and responsibilities.
		Develop a management system for organizing the coaching process (including forms, checklists).
		Identify areas in the core reading program that may need to be supplemented.
		Organize and conduct assessment data collection.
		Review assessment data to identify and group students who need intervention, to inform instruction, and to determine professional development needs.
		Integrate state standards/benchmarks in the instructional process.

Adapted from Dole, J. A. (2004). The changing role of the reading specialist in school reform. The Reading Teacher, 57, 462-471; Neufeld, B., & Roper, D. (2003). *Coaching: A strategy for developing instructional capacity: Promises and practicalities.* Retrieved on May 24, 2004 from Educational Matters, Inc., Web site: http://www.edmatters.org; Simmons, D. C., Kame'enui, E. J., Fien, H., & Harn, B. (2003). *Institute on beginning reading: Mentor coach checklist.* Eugene: University of Oregon, College of Education, Institute for the Development of Educational Achievement.

Chapter 5

LEADING FOR READING SUCCESS OBJECTIVE

Reading First coaches will enhance their knowledge and expertise in the effective use of assessment data to inform reading instruction.

TAKING THE LEAD

KEY IDEAS

What is assessment-driven instruction?

Assessment-driven reading instruction is instruction based on data from reliable and valid assessments that measure the five essential reading components—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

A reliable reading assessment is a test that you can rely on or trust. A reliable assessment consistently results in similar reading scores, even when conditions slightly vary. For example, a reading assessment can be considered reliable if similar scores are obtained even when students are tested by two different people and/or on two close, but different, days.

A valid reading assessment is a test that measures the specific reading skills and concepts that it claims to measure. Validity is similar to fairness. For example, asking students to read lists of words to measure their text comprehension is not a valid or fair way to assess comprehension ability.

When instruction is assessment-driven, teachers view assessment as an important step in the instructional cycle. "When teachers' classroom assessments become an integral part of the instructional process and a central ingredient in their efforts to help students learn, the benefits of assessment for both students and teachers will be boundless" (Guskey, 2003, p. 11).

Assessments provide valuable data or information about each student's reading knowledge and skills. Teachers use assessment data to group students, plan instruction and deliver targeted instruction and intervention that address students' learning needs.

Assessment-driven instruction focuses on high expectations for providing quality reading instruction to every student, regardless of ability level. Instruction is differentiated, or varied, within the same classroom to meet each student's abilities and needs.

Assessment-driven instruction also is based on clearly defined state standards and benchmarks that establish high expectations for all students, including English language learners, students who receive Section 504 and special education services, and advanced learners.

What types of assessment does Reading First require?

Reading First schools are required to develop an assessment plan to measure grade-appropriate knowledge and skills in the essential reading components. The four purposes of *Reading First* assessments are screening, diagnosis, progress monitoring, and outcome.

Although there are four types of assessments, one assessment instrument may be used for multiple purposes. For example, one assessment instrument might be used to screen first-grade students in the beginning of the school year and to monitor their progress throughout the year.

R1 Proposed target areas for the reading concepts and skills that have the highest impact on student reading achievement at each grade level are included in the *Coaching Tools and Resources* section of this chapter, page 27.

What are screening assessments?

Screening assessments are generally brief, individually administered tests given at the beginning of the school year. These assessments identify students who are on track academically, as well as those who may be at risk for reading difficulties. Screening assessments alert teachers to which students need extra support and intervention to achieve grade-level standards and benchmarks. When screening assessments indicate that students may be at risk for reading difficulties, more in-depth assessment may need to occur.

Screening assessments focus on grade-appropriate reading components. For example, a first-grade screening assessment measures students' phonemic awareness and phonics knowledge (e.g., letter-sound correspondences, letter naming, and word reading).

What are diagnostic assessments?

Diagnostic assessments are more in-depth measures that provide specific information about students' reading ability and instructional needs in the five essential reading components. Diagnostic assessments are generally administered to K-3 students in *Reading First* schools when teachers need additional information to plan effective interventions for at-risk students.

What are progress monitoring assessments?

Classroom-based instructional assessments are used to monitor students' progress. These brief assessments help teachers determine whether students are making adequate progress toward grade-level standards and benchmarks. Based on progress monitoring data, teachers are better able to deliver differentiated instruction, so every student within the same class receives the individualized instruction he or she needs.

What are outcome assessments?

Outcome assessments are end-of-the-year assessments used to evaluate the effectiveness of a *Reading First* school's overall progress in improving student reading achievement. Outcome measures also evaluate the effectiveness of reading programs and classroom instruction at each grade level. These assessments help determine which students might benefit from intervention before the next school year. Outcome measures also can be used to identify professional development needs and which teachers need extra support or assistance to improve reading instruction.

Who administers the assessments in a **Reading First** *school?*

Classroom teachers typically administer the assessments to their students, but this can vary from school to school. *Reading First* coaches also may administer assessments. To ensure that educators administer assessments with fidelity (i.e., standardized administration and scoring procedures), they need to receive assessment-specific training in these procedures.

Professional development in the administration and interpretation of specific assessments is an important part of every *Reading First* professional development plan. Assessment publishers, authors, and other trained personnel (e.g., the *Reading First* coach) can provide professional development to help teachers learn how to administer *Reading First* assessments and interpret the data to inform their instruction.

What is the coach's role in the assessment process?

The *Reading First* coach is an important member of the school-level assessment team, both as an assessment administrator and as assessment-process coordinator. Assessment procedures need to be coordinated to reduce disruption and confusion in the classroom. Simple routines for collecting and reporting student results need to be established and monitored. A sample set of guidelines for the assessment process is included in the *Coaching Tools and Resources* section of this chapter, page 29. This resource can be used to establish an assessment process for your school, including scheduling assessments, organizing materials, and collecting and managing data.

The *Reading First* coach and other instructional leaders also use assessment data to improve the quality of reading instruction and intervention. Assessment data identify which reading components are being taught well and learned well, whether reading programs and interventions are being implemented effectively, and which students are meeting grade-level standards and benchmarks at each grade level. Assessment data are also used to identify professional development needs. An assessment data form for leadership team meetings is provided in the *Coaching Tools and Resources* section of this chapter, page 33.

Information from assessments can help coaches and administrators identify:

➤ Groups of students or classrooms who are having reading difficulties.

➤ Teachers with consistently large numbers of students who are meeting or exceeding grade-level standards and benchmarks.

➤ Teachers with most students (at least half) meeting benchmarks.

➤ Teachers with a significant number of students NOT meeting benchmarks.

➤ Teachers implementing reading programs and interventions with fidelity.

➤ Parts of reading programs and interventions that need to be reviewed.

➤ Teachers who need assistance (e.g., implementing the program/intervention, grouping students, planning instruction).

➤ Teachers who can serve as mentors.

➤ Professional development needs.

The *Reading First* coach also demonstrates and explains how teachers use assessment data effectively to inform instruction in their classroom.

Information from screening, diagnostic, and progress monitoring measures can help teachers:

➤ Identify students who are grade-level or benchmark learners, students who have difficulty with some reading concepts or skills, and students who have extreme reading difficulties (may include students receiving special education and other assistive services).

➤ Group students for instruction.

➤ Target specific reading concepts and skills that students have not mastered.

➤ Determine instructional intensity.

➤ Monitor students' progress.

➤ Determine areas where they need extra support, professional development, and supplemental resources and materials.

R4 Worksheets for facilitating discussions at the administration and teacher level are provided in the *Coaching Tools and Resources* section of this chapter, page 35.

How do teachers analyze assessment data to inform instruction?

Assessment-driven instruction goes beyond the administration of assessments. It requires educators to use the results to group students, plan targeted instruction based on identified needs, and regularly track student progress. Assessment helps teachers pinpoint what is and is not working so they can adjust instruction quickly and efficiently.

COMPILE CLASS DATA

After administering and scoring an assessment, teachers transfer individual student scores to an assessment class summary chart. These charts are generally included with assessment instruments. Transferring all the individual students' scores onto one sheet helps teachers see similar reading strengths and difficulties among students.

EXAMINE CLASS DATA

Teachers then examine students' scores for each set of tasks related to the grade-appropriate essential reading components.

They can compare students' scores to grade-level standards and benchmarks (if appropriate) that students are expected to achieve by the end of the year.

EXAMPLE

Miranda, a second grader, has a fluency score of 50 words correct per minute (wcpm) on the beginning-of-the-year assessment. Her teacher compares her score of 50 wcpm to the end-of-year state standard/benchmark of 90 wcpm. This comparison helps Miranda's teacher plan the intensity and focus of instruction to help Miranda meet or exceed the end-of-year standard/benchmark.

R₅ To help teachers analyze assessment data and identify students' needs and abilities, the *Assessment Data Worksheet* is provided in the *Coaching Tools and Resources* section of this chapter, page 37. This worksheet can be used to help teachers analyze information from the assessment class summary sheet for the grade-appropriate essential reading components.

Group Students for Reading Instruction

Teachers then use this information to determine which students should be grouped together, how many instructional groups are needed, and which concepts and skills are to be targeted during instruction.

EXAMPLE

Mrs. Smith, a first-grade teacher, identifies five students who have not mastered a majority of the phonemic awareness tasks and the phonics-related tasks on the beginning-of-the-year screening assessment. These students are having difficulty segmenting phonemes and, more importantly, linking sounds to print. Mrs. Smith groups the five students together for teacher-led small-group instruction to explicitly target both phonemic awareness and letter-sound correspondences.

Keep in mind that there is more than one way to group students in a class for reading instruction. It is important to form groups so that the students with the greatest needs are in the smallest groups that meet most frequently. Remember, teachers regroup students on a regular basis to reflect changing needs and abilities.

The *Grouping Instruction Worksheet* provided in the *Coaching Tools and Resources* section of this chapter, page 39, can be used to help teachers form groups for small group reading instruction and determine the instructional focus for each group. Sticky notes are a simple tool that teachers can use when grouping students. They serve as a reminder that students can easily be regrouped based on their progress. The amount of time scheduled for each group depends on the knowledge and skills of the students. Struggling readers need more instructional time and support than other students. For example, teachers can schedule two different time periods during the day to help struggling readers, such as 15 to 20 minutes in the morning and 10 to 15 minutes in the afternoon.

KEEPING THE LEAD

Complete Practice Activity 2: *Reading Intervention Status Report*, on page 19.

What are some grouping practices that teachers can use during reading instruction?

Teachers can use a variety of grouping practices during reading instruction:

➤ **Whole-class instruction** engages teachers and students in shared learning experiences and includes every student in the class.

➤ **Small group instruction** provides more opportunities for students to demonstrate what they know and receive immediate feedback from the teacher and other students. Small groups can consist of same-ability or mixed-ability groups. Small same-ability groups of three to five students allow the teacher to provide the explicit and intensive instruction struggling readers need. Small mixed-ability groups provide opportunities for students to work collaboratively with classmates who share similar interests. Mixed-ability groups may also provide many opportunities for English language learners to develop their language skills.

➤ **Pairing students** is another grouping method that can be used for reading practice. Students work together and typically take turns reading text. For example, during fluency practice (e.g., partner reading), a more proficient reader is paired with a less proficient reader to read and reread text.

➤ Working **one-on-one with a student** allows for more attention and intensive instruction. Unfortunately, this format may not be a realistic option for teachers who teach 20 to 25 students.

Why should teachers use a variety of grouping practices for reading instruction?

By taking the time and effort to group students, teachers can provide differentiated reading instruction that targets each student's needs within the same classroom. Differentiated instruction involves flexible grouping. Flexible grouping is using a variety of grouping formats that change to reflect students' knowledge, interests, and progress. Flexible grouping allows students to be members of more than one group.

Flexible grouping requires more effort and adaptation of instruction and materials than whole-class instruction. Seating students in clusters of desks and delivering instruction to the whole class does NOT constitute flexible grouping. When a teacher uses flexible grouping, a student may work with one group of students during a phonics lesson and work with another group of students for fluency practice.

The key to successful flexible grouping and differentiated instruction is regularly monitoring students' progress and regrouping students based on their changing needs.

What are the key scientific research findings about grouping?

➤ One-on-one instruction is a common instructional procedure for students with reading difficulties. However, research shows few differences between one-on-one instruction and small-group instruction of two to three students.

For example, in a recent study with English language learners and monolingual struggling readers, students taught one-on-one did NOT make significantly greater gains when compared to students taught in groups of one teacher with three students.

➤ Small groups are especially effective when teachers scaffold (make adjustments to) instruction according to students' needs. The fact that teachers can provide effective instruction with three students should have a great impact on how schools provide intervention for struggling readers. Providing intervention to groups of three students increases instructional time because more students receive instruction at once, making it more cost effective than one-on-one instruction.

A³ KEEPING THE LEAD

Complete Practice Activity 3: *Sample Schedules For Incorporating Small Group Instruction And Intervention*, on page 21.

Why should teachers monitor students' reading progress?

Monitoring student progress is one of the features of effective reading instruction. Progress monitoring schedules can vary from school to school.

Two types of progress monitoring are typically used to assess students' progress in the essential reading components. The first type occurs during or after a lesson. Teachers monitor their students' proficiency and mastery of instructional objectives. They use the information to adjust instruction to better meet students' needs.

The second type of progress monitoring is a more standardized process that occurs at least three times per year, particularly for students who are on track for achieving grade-level standards and benchmarks. Students who are identified as at risk for reading difficulties typically require more frequent progress monitoring (e.g., biweekly) during intervention to ensure that they are making adequate progress.

What classroom management options facilitate delivering small-group, program-specific reading instruction?

Teaching in small reading groups requires more effort and adaptation of instruction and materials than whole-class instruction. But when teachers take the time and effort to create small groups for reading instruction, they can provide the support that helps students become successful readers and writers.

Classroom management systems need to maximize student learning and allow a teacher to work with a small group without interruption. Ideally, teachers will have a ninety-minute to two-hour block for core reading instruction. This block includes time for whole-class instruction followed by small supported reading groups. Teachers schedule time for each group based on students' needs. Remember, struggling readers need more instructional time with the teacher during the core reading block than other students.

R7 *Examples for Scheduling Small Group Instruction* located in the *Coaching Tools and Resources* section of this chapter, page 41, provides varied ways to schedule small group reading instruction.

Learning centers or work stations are one way to maximize student engagement and learning. Taking the time to develop learning centers/work stations provides the structure that allows teachers to teach in small groups. When structure is provided and rules and routines are established, students can build their knowledge and skills and practice what they have learned. Learning centers/work stations offer a variety of opportunities for students to work on reading and writing activities and projects. Center/station activities should be designed to reinforce and extend teacher-led instruction in all subjects. These activities provide independent practice of concepts and skills already taught and practiced with teacher feedback. Core reading programs typically provide ideas for incorporating learning centers/work stations.

R8 Guidelines for managing small group instruction are included in the *Coaching Tools and Resources* section of this chapter, page 43.

How are assessment data used to evaluate teacher and program effectiveness and plan on-site professional development?

Assessment is not only used to evaluate students' reading achievement. Assessment data can also "provide meaningful guidance in the process of continuous improvement" (National Staff Development Council, 2001, p. 4). For example, assessments can help evaluate teacher and program effectiveness. Summary assessment reports can be used to determine individual teacher, grade level, and overall reading program effectiveness from year to year. When assessment results indicate areas of concern, using the data to make changes and adjustments (e.g., to instructional reading programs, schedules, teaching assignments, or school procedures) can ensure that students' reading achievement improves.

Assessment data can also determine professional development needs. For example, if assessment results show that many kindergarten students have not developed phonemic awareness, professional development can be conducted to provide kindergarten teachers with the knowledge and skills they need to effectively provide phonemic awareness instruction.

A4 **KEEPING THE LEAD**

Complete Practice Activity 4: *Promoting Assessment-Driven Instruction*, on page 23.

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PRACTICE ACTIVITIES

Planning Meetings to Analyze Assessment Data

Assessment-driven reading instruction is dependent upon educators' use of assessment data to inform what happens in the classroom. In *Reading First* schools, the focus is on improving reading instruction in kindergarten through third grade. As a *Reading First* coach, one of your responsibilities is to facilitate this process. Read *Facilitating Assessment Data Analysis* located in the *Coaching Tools and Resources* section of this chapter, on page 35, then complete the planning form below.

Planning Meetings to Analyze Assessment Data			
Date	**Targeted Audience**	**Place**	**Materials**

Reading Intervention Status Report

Small group instruction is an important element of effective reading interventions that are provided in addition to the scheduled reading block. Complete the status report below based on how reading intervention is implemented in your school for two grade levels.

Status	Grade Level _____	Grade Level _____
Number of total classrooms per grade level		
Number of classrooms that provide 30 minutes of daily intervention for struggling learners (in addition to the core reading block)		
Number of classrooms that use flexible grouping		
Number of classrooms where the special education teacher collaborates and/or co-teaches with the general education teacher		
Names of people who provide small group reading instruction for struggling readers in this grade		
Number of students who receive small group instruction/intervention in this grade		
Describe the effectiveness of intervention in this grade		

Sample Schedules for Incorporating Small Group Instruction and Intervention

Examples of schedules for small group instruction and intervention are included in the *Coaching Tools and Resources* section of this chapter, page 41. Use the charts to answer the questions below for each example schedule.

	Example A	Example B
1. Who teaches the struggling readers?		
2. Is the teacher using flexible grouping?		
3. Are struggling readers receiving instruction in groups of 3-5?		
4. Which group of students receives the most time during teacher-led small group instruction?		

Adapted from Alabama Reading Initiative, & Alabama Reading First Initiative. (2003). *Leadership team notebook.* Montgomery, AL: Author.

Promoting Assessment–Driven Instruction

First, review the key ideas and information presented in this chapter. Think about what needs to happen in your school for assessment-driven instruction to make a difference in student reading outcomes. Then, list goals for promoting assessment-driven instruction in your district/school. As a final step, prioritize your goals. Number the goals in the left-hand column (with 1 denoting the highest priority).

Example

1	Meet with district and school-level administrators to analyze assessment data
3	Demonstrate to teachers how to group students for reading instruction using assessment information
2	Establish a process for administering assessments across grade levels

My Goals for Promoting Assessment-Driven Instruction

COACHING TOOLS AND RESOURCES

K–3 Early Reading Target Areas

Progress Monitoring & Outcomes	Essential Reading Components: Target Areas
Kindergarten	
Concepts and skills to monitor as an indicator of student progress toward outcomes	• Phonemic awareness • Vocabulary/oral language development (during instruction)
Targeted student outcomes	• Letter naming • Letter-sound correspondence • Word reading
First Grade	
Concepts and skills to monitor as an indicator of student progress toward outcomes	• Phonemic awareness (during first semester of instruction) • Fluency (during second semester of instruction) • Vocabulary (during instruction) • Comprehension (during second semester of instruction)
Targeted student outcomes	• Word reading • Fluency • Vocabulary • Comprehension
Second Grade	
Concepts and skills to monitor as an indicator of student progress toward outcomes	• Fluency • Vocabulary (during instruction) • Comprehension (during instruction)
Targeted student outcomes	• Fluency • Vocabulary • Comprehension
Third Grade	
Concepts and skills to monitor as an indicator of student progress toward outcomes	• Fluency • Vocabulary (during instruction) • Comprehension (during instruction)
Targeted student outcomes	• Fluency • Vocabulary • Comprehension

The Assessment Process

The following set of guidelines is designed for the schoolwide administration of *Reading First* assessments. The responsibilities listed should be delegated to appropriate *Reading First* personnel (e.g., *Reading First* coach, school assessment coordinator) by the leadership team.

FORM A SCHOOL-BASED ASSESSMENT TEAM

➤ Work with school administrators to identify approximately five people (e.g., *Reading First* coach, school psychologist, guidance counselor, assistant principal, one or two classroom teachers) to form a school-based assessment team that makes administrative decisions about a school's reading program and the overall needs of students.

➤ Provide opportunities for team members to receive training in the assessments being used and the data-management system.

INFORM TEACHERS OF DATA COLLECTION SCHEDULE

➤ Provide the district/school assessment schedule.

➤ Let teachers know when assessment materials will be delivered and, if appropriate, when materials should be returned.

➤ Arrange training for assessors (training may be offered at the state, district, or local level).

➤ Determine whether school assessment team members are fully prepared to assist with assessment administration.

PREPARE ASSESSMENT MATERIALS FOR CLASSROOMS

➤ One to two weeks prior to data collection, ensure assessment materials (e.g., administration manuals, scoring forms/protocols, electronic scoring mechanisms) have been delivered to the school. Keep extra materials for later distribution, as needed.

➤ Divide materials into sufficient numbers for each classroom. Request extra copies, if needed.

➤ Create or download class lists of students; have teachers confirm accuracy; revise class lists as necessary.

➤ Print corresponding student labels for scoring forms/protocols. Team members can affix student labels on forms prior to data collection day. Labels are placed on the first page of the scoring form. Forms can then be easily alphabetized.

➤ Keep materials in a secure location until the day of assessment.

PREPARE FOR DATA COLLECTION

➤ Confirm that all individuals responsible for assessment have been trained.

➤ Designate a convenient location (e.g., workroom, library) for the assessment team to work during the day.[1]

➤ Prepare maps of the school with classrooms noted for each assessment team member.[1]

➤ Determine an assessment schedule for each classroom based on teacher's schedule, size of assessment team, grade level (e.g., typically assess younger children earlier in the day). [1]

➤ Post assessment schedules at least one week in advance for teachers to review. [1]

➤ Arrange a meeting to explain assessment procedures to classroom teachers.

➤ Establish locations to conduct the assessment for each classroom. Ensure that the area is free from distraction. [1]

Suggestions include:

✧ Using the media center (or other large area).

✧ Setting up a desk and two chairs in the classroom in a quiet location for each examiner to assess students one at a time

✧ Setting up a desk and two chairs in a location close to the classroom. Two students come to the site with one student waiting while the other student is assessed. After being assessed, the student returns to the classroom and sends another student to the site.

ADMINISTER THE ASSESSMENT

➤ After team members arrive, determine lunch needs. Notify the lunchroom, if necessary.

➤ Provide maps to each team member along with the predetermined assessment schedule.

➤ Have extra pens, pencils, and other necessary materials readily available. Ensure that each team member has a stopwatch, calculator, clipboard, student probes, test manuals, electronic data collection mechanisms and any other materials necessary to conduct the assessment.

➤ Examiners should score[1] and initial all forms[2]. Completed forms are returned to the central assessment site. If forms for a given classroom are divided up among several team members, be sure that all classroom-specific forms are combined with the class list; include forms not used (with notation providing reason that student was not assessed).

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1 Applicable for individually-administered assessments; group-administered assessments will likely not require this step in the process.

2 Note that schools using electronic data collection mechanisms can omit guidelines that pertain to paper/pencil administration procedures.

REVIEW DATA

➤ After all students have been assessed in a classroom, randomly select twenty percent of the completed examiner scoring forms from the classroom. Assign to another team member to verify scores. The verifying team member initials the scoring form below the examiner's initials. If any errors are found, have all scoring forms reviewed for accuracy.

ENTER DATA INTO DATA MANAGEMENT SYSTEM

➤ Try to assess students who were absent within the next five school days, but no later than the date when the data collection system is closed for data entry.

➤ *Paper/pencil administrations.* Immediately after all assessments have been completed, provide scoring forms to the individual entering the data. After data entry is completed, forms should be available for teacher review. Store all scoring forms in a secure location along with any unused forms and other assessment materials.

➤ *Electronic administrations.* Immediately sync the data with the data management system and follow the appropriate data storage procedures to ensure that electronic files are not lost.

Adapted from Florida Center for Reading Research. (2003). *Reading coach's guide: Florida's Reading First assessment.* Tallahassee, FL: Author.

Instructional Leadership Team Meeting Assessment Data Progress Update

Team/Grade: _____ **Date:** _____

Old Business

1. Reviewing the data, have students made progress over the past month?

2. What changes have we made in our professional development/reading instruction that resulted in student improvement?

New Business

1. What do the data tell us about classroom instruction?

2. Are any students not making adequate progress? If so, what do we need to change in our teaching/professional development to improve student outcomes?

3. How are we monitoring these students' reading progress?

4. How can we collaborate to implement changes?

Adapted from Alabama Reading Initiative, & Alabama Reading First Initiative. (2003). *Leadership team notebook.* Montgomery, AL: Author.

Facilitating Assessment Data Analysis

ASSESSMENT DATA CAN HELP INSTRUCTIONAL LEADERS IDENTIFY:

➤ Students who are on target for achieving grade-level objectives/benchmarks and those who are at risk for or have reading difficulties

➤ Teachers with consistently large numbers of students who are meeting or exceeding grade-level standards and benchmarks

➤ Teachers with most students (at least half) meeting benchmarks

➤ Teachers with a significant number of students NOT meeting benchmarks

➤ Achievement gaps among subgroups of students

➤ Teachers implementing the program with fidelity

➤ Parts of the reading program that need to be reviewed

➤ Teachers who need assistance

➤ Teachers who can serve as mentors

➤ Professional development needs

PROCEDURES FOR SCHOOL-LEVEL EDUCATORS:

➤ Organize a meeting.

➤ Prepare assessment data.

➤ With participants (e.g., *Reading First* coach, principal, grade-level team leaders)

✧ Study the data.

✧ Identify classrooms with a high percentage of students not meeting grade-level standards and benchmarks.

✧ Disaggregate the data by all groups (e.g., English language learners, special education students).

➤ Lead participants in a discussion for each grade level. Use the following questions:

1. Which classrooms consistently have large numbers of students who are meeting or exceeding grade-level standards and benchmarks?

2. Which classrooms consistently have most (approximately half) students who are meeting or exceeding grade-level standards and benchmarks?

3. Which classrooms consistently have a significant number of students who are NOT meeting grade-level standards and benchmarks?

4. Which classrooms have most of the students experiencing extreme difficulty with a majority of the reading concepts and skills?

5. Which essential reading components are being implemented effectively?

6. Which teachers need assistance?

PROCEDURES FOR TEACHERS:

➤ Organize a meeting with each grade-level group (include special education teachers and other classroom educators).

➤ Have teachers bring class assessment data (e.g., student profiles, summary sheets).

➤ With participants, identify students who are not meeting grade-level standards and benchmarks in each class.

➤ Lead participants in a discussion for each grade level. Use the following questions:

1. Which students are meeting grade-level standards and benchmarks?

2. Which students are having difficulty with some of the reading concepts and skills?

3. Which students are having extreme difficulty with a majority of the reading concepts and skills?

4. On which reading concepts and skills are most students meeting standards and benchmarks?

5. With which reading concepts and skills are most students having difficulty?

6. Which essential reading components address the concepts and skills with which students are having the most difficulty?

7. What changes need to be made to instruction to improve students' reading achievement?

8. What professional development and assistance do you need?

➤ With participants, identify actions to improve reading instruction and students' reading outcomes.

Adapted from Consortium on Reading Excellence, Inc. (2003). *Reading coach course, part 1: Reading coach institute: Participant resource notebook.* Emeryville, CA: Author.

Assessment Data Worksheet

Directions: Use your most current classroom assessment data. Label boxes with specific assessment tasks or reading concepts and skills that will help group students and plan appropriate instruction in the grade-specific reading components. Identify students whose scores indicate that they are having difficulty with specific tasks. Record their names in the appropriate columns. Include assessment-specific indicators (e.g., status, percentiles, students' reading levels on assessment passages, instructional recommendations).

EXAMPLE:

Reading Components	Assessment Tasks–Reading Concepts and Skills	
Phonemic Awareness	Phoneme Segmentation Fluency (PSF) Mary–14　　Juan–16 Katy–17　　Kelly–14	

Reading Components	Assessment Tasks–Reading Concepts and Skills		
Phonemic Awareness			
Phonics			

(continued)

Assessment Data Worksheet (continued)

Reading Components	Assessment Tasks–Reading Concepts and Skills			
Fluency				
Vocabulary				
Comprehension				
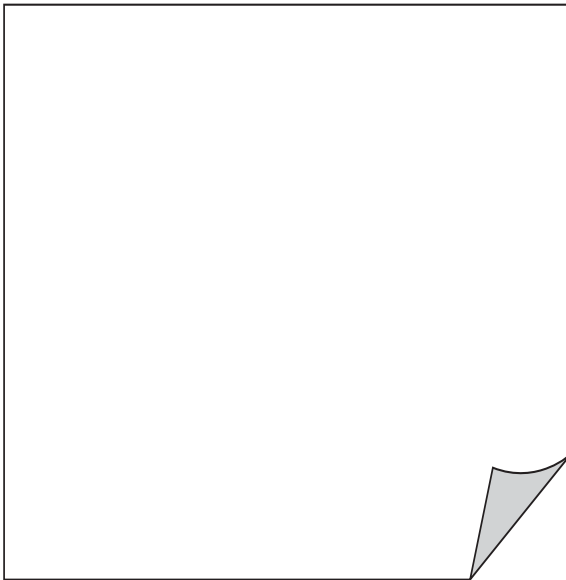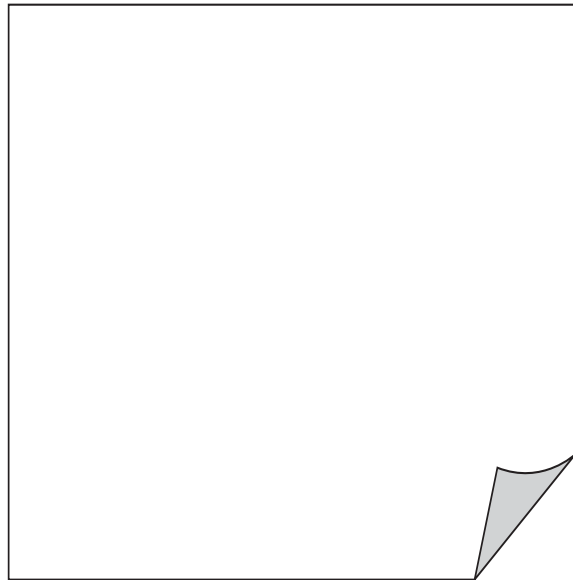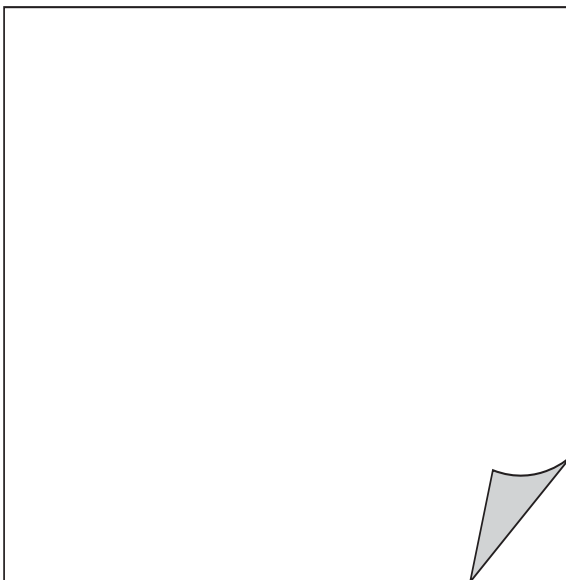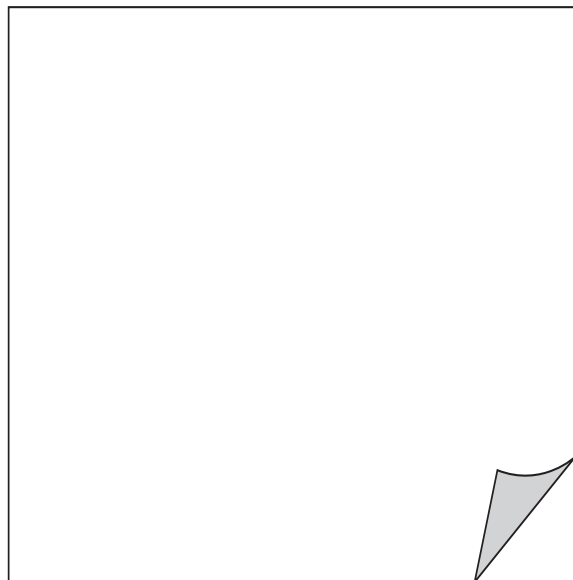
Grouping Instruction Worksheet

Teacher: _____   **Date:** _____

Directions: Using assessment data, group students based on like needs and abilities for small group instruction. Consider students' strengths and needs. A sample is provided on page 2 of this handout.

For each group, list student names and the instructional focus on sticky notes. Place the sticky notes in the boxes below. Using sticky notes serves as a reminder that students can easily be regrouped to reflect their progress.

Grouping Instruction Worksheet

Teacher: _____   **Date:** _____

Directions: Using assessment data, group students based on like needs and abilities for small group instruction. Consider students' strengths and needs.

For each group, list student names and the instructional focus on sticky notes. Place the sticky notes in the boxes below. Using sticky notes serves as a reminder that students can easily be regrouped to reflect their progress.

SAMPLE FIRST GRADE CLASS–BEGINNING OF THE SCHOOL YEAR

Group Members:

Mike D.	Adam P.
Eric B.	Jessie M.
Shari L.	

Instructional Focus:

Applying phonics knowledge (letter-sound correspondences) to blend sounds to read words; practice reading decodable texts

Group Members:

Megan E.	Marsha L.
Glenna F.	Eddie V.

Instructional Focus:

Phonics (letter-sound knowledge; blending sounds to read words)

Group Members:

Lana M.	Will E.
Tracey C.	Matt S.
LaVerne B.	

Instructional Focus:

Phonemic awareness and phonics (letter-sound correspondences; blending sounds to read VC and CVC words)

Group Members:

Shanna O.	Cody R.
Natalie M.	

Instructional Focus:

Letter naming; phonemic awareness; oral vocabulary development

Adapted from University of Texas Center for Reading and Language Arts. (2002). *Second grade teacher reading academy.* Austin: UT System/Texas Education Agency.

Examples for Scheduling Small Group Instruction

Example A–First Grade

1 classroom teacher

Students are grouped into three same-ability groups for reading instruction: Group 1– Below grade level, Group 2–Grade level, Group 3–Above grade level.

8:00	Whole-Class Reading Instruction		
	Small Group Reading Instruction		
	Group 1	**Group 2**	**Group 3**
8:30	Independent Work	Independent Work	Independent Work
9:00	Centers/Stations	Teacher-led Small Group	Centers/Stations
9:30	Centers/Stations	Centers/Stations	Teacher-led small group
10:00	Teacher-led Small Group	Centers/Stations	Centers/Stations

Students are grouped into five mixed-ability groups for learning centers/work stations. The groups are assigned each day to different centers/stations.

Centers/Stations Management Chart

	Reading	**Writing**	**Skills**
Group A	Partner Reading	Response Journals	Listening
Group B	Poetry	Post Office	Computer
Group C	Theme Books	Writing the Room	Making Words
Group D	Author Study	Theme Investigation	Pocket Chart
Group E	Reading the Room	Daily News	Story Elements

Example B–Second Grade

3 classroom teachers and 1 intervention teacher–Ms. Miller

9:00–10:30   **Same-Ability Small Group Rotations**

(Red Group–below grade level, Blue–grade level, Green–above grade level)

➤ Teacher-led small group reading instruction
➤ Independent work and/or partner reading

10:30–11:00   **Learning Centers/Work Stations–Mixed-Ability Small Groups**

➤ Computer, spelling/making words, listening, board games, etc.

	Blackburn	**Shannon**	**Wallace**
9:00	**Red – Miller** Blue – Independent Work Green – Blackburn	Red – Shannon Blue – Partner Reading Green – Independent Work	Red – Independent Work Blue – Wallace Green – Partner Reading
9:30	Red – Independent Work Blue – Blackburn Green – Partner Reading	**Red – Miller** Blue – Independent Reading Green – Shannon	Red –Wallace Blue – Partner Reading Green – Independent Work
10:00	Red – Blackburn Blue – Partner Reading Green – Independent Work	Red – Independent Work Blue – Shannon Green – Partner Reading	**Red – Miller** Blue – Independent Work Green – Wallace
10:30	**Learning Centers/Work Stations** Teacher is available for additional small group intervention, as needed		

Adapted from Alabama Reading Initiative, & Alabama Reading First Initiative. (2003). *Leadership team notebook.* Montgomery, AL: Author.

Class Management Guidelines

SMALL GROUP MANAGEMENT CHARTS

Group management charts provide teachers a way to effectively manage the classroom while teaching a small reading group. Small group management charts are displayed in a central location in the classroom. The charts display names in each group. Icons can be used so students can see "at a glance" where they will go and what they will be doing. Removable materials, such as clothespins or magnetic tape, can also be used so groups can be easily changed.

Example of a Small Group Management Chart

Group 1 ★	Heather Jose Matt Rita	Group 2 ♡	Melanie Miguel Erik Carlos Lorie
Group 3 ☺	Becky William Ronnie Jennifer Shane	Group 4 ☀	Ted Zane Emily Kristie

Teacher	Reading Corner	All About Words	Investigations
Group 1 ★	Group 2 ♥	Group 3 ☺	Group 4 ☀

Small-group management charts can help teachers:

➤ Organize students for small-group work.
➤ Inform students of group members and reading and writing activities.
➤ Promote students' independence (using the charts for which groups and assignments they are to do, rather than asking the teacher).
➤ Teach one small group at a time.
➤ Change groupings to reflect students' progress and instructional needs.

SCHEDULING SMALL GROUP INSTRUCTION

Teachers need to develop time during core reading instruction to deliver small group reading instruction. The amount of time for each group can vary and depends on students' needs and abilities. Struggling readers need more direct and explicit instruction from the teacher. During small group instruction time, teachers then rotate small groups until all scheduled groups have received instruction.

THE ROLE OF LEARNING CENTERS/WORK STATIONS

Learning centers or work stations offer students time to practice reading and writing skills that have been previously taught during teacher-led small-group instruction or during whole-group instruction. Incorporating learning centers/work stations during small group instruction time enables teachers to work with one small group at a time.

For centers/stations, teachers group students for specific purposes and according to their abilities, needs, and interests. The number of centers/stations and activities teachers need depends on the needs and size of their classes. Centers/stations can be added and tasks changed to reflect instructional concepts and skills.

Center/stations activities are based on curriculum concepts and skills, using materials that reinforce what has been introduced and taught. They provide opportunities for additional practice, application, and generalization in other contexts. Many core reading program incorporate ideas for centers/stations in each unit.

When introducing centers/stations and new activities, coaches should encourage teachers to take sufficient time to explain, model, practice routines, and clarify rules and expectations one step at a time. These explanations emphasize that center/station work is valued, and students will be held accountable for learning during this time. Teachers should discuss each center/station and answer any questions students may have. Initially, students need ample time to work together and "learn the ropes" with teacher guidance and support.

Encourage teachers to position their teaching table so they can monitor the activities of all students. Teachers should continually evaluate student progress and regularly regroup students to address their instructional needs.

Adapted from Dorn, L. J., French, C., & Jones, T. (1998). *Apprenticeship in literacy: Transitions across reading and writing.* York, ME: Stenhouse; Neuman, S. B., & Roskos, K. A. (1993). *Language and literacy learning in the early years: An integrated approach.* Fort Worth, TX: Harcourt Brace; University of Texas Center for Reading and Language Arts. (2002). *Second grade teacher reading academy.* Austin: UT System/Texas Education Agency.

Chapter 6

IMPROVING INSTRUCTIONAL EFFECTIVENESS

LEADING FOR READING SUCCESS OBJECTIVE

Reading First coaches will enhance their abilities to provide support to teachers in the classroom. They will become familiar with ways to improve teacher knowledge and skills for delivering effective instruction and to evaluate ongoing professional development efforts.

TAKING THE LEAD

KEY IDEAS

How can **Reading First** *coaches improve instruction in the classroom?*

The coaching process involves helping teachers improve their implementation of SBRR reading instruction and programs through a collaborative model of ongoing professional development. Coaches and teachers work together to analyze data, plan lessons, group students for differentiated instruction, deliver effective lessons, and monitor students' understanding and progress toward grade-level standards/benchmarks.

For *Reading First* plans to make a difference in improving students' reading achievement, teachers must have the instructional expertise to deliver effective instruction in the essential reading components identified by scientific research. *Reading First* coaches provide on-site, personal support and technical assistance to teachers. They "support the continuous study and improvement of teaching" to help improve student outcomes (Joyce & Showers, 2002, p. 89).

Coaching provides opportunities for teachers to learn and refine instructional practices, develop their abilities to reflect on and learn from their own teaching and the teaching of others, and incorporate new practices into their teaching routines. Coaching fosters a community of learners working together toward a common goal: improved student outcomes in reading.

Coaching extends professional development into the classroom. *Reading First* coaches provide both individual and group professional development throughout the year and share their expertise in a variety of ways–identifying teachers' needs, demonstrating lessons, conducting observations and conferences, and facilitating collaborative teacher study groups and professional development sessions. They work with teachers individually, in small groups (e.g., grade-level teams) and large groups.

What are some guidelines for effectively communicating with teachers?

Reading First coaches must be able to clearly communicate information and provide useful, non-threatening feedback. Individual traits and communication skills have both been identified as important factors in coaching effectiveness. " . . . coaching exists in name only unless the coach and the person being coached share a continuing trust and sense of purpose" (Caccia, 1996, pp. 18-19). For coaches to make a difference in the classroom, they must ensure that teachers feel like their opinions and expertise are valued and that they are members of the team. Coaches also have a responsibility to correct ineffective practices through consultation, feedback, and modeling. Providing corrective feedback to teachers that does not sound too negative can be one of the most challenging aspects of the coaching process.

EXAMPLES OF EFFECTIVE COMMUNICATION SKILLS

➤ Nonverbal gestures that reflect a positive, open, and attentive attitude (e.g., presenting positive or neutral facial expression, leaning forward, maintaining eye contact, remaining relaxed).

➤ Active listening that goes beyond just hearing the words that someone is speaking. This involves understanding and interpreting the meaning behind what is spoken. Active listeners also acknowledge their understanding by nodding their heads and/or regularly interjecting statements, such as "Oh, I see. Please continue." Active listeners also avoid frequent interruptions.

➤ Nonjudgmental reflection statements that focus on the speaker's feelings, rather than evaluating their actions (e.g., "You have really tried to incorporate that strategy. It's no wonder you are frustrated.").

➤ Providing corrective feedback that focuses on changing student learning (e.g., "Let's try teaching the strategy another way to see if we can improve students' understanding" instead of "Your strategy instruction was not very effective").

➤ Paraphrasing that restates the meaning of the speaker's words. Paraphrases do not echo the speaker's words, but help clarify the essential facts and communicate understanding.

➤ Questioning that promotes open communication with the speaker. Questions can help to clarify information and encourage elaboration (e.g., "Can you tell me more about how you scaffolded instruction with this group of students?"). Open-ended questions and prompts can also help teachers identify instructional needs (e.g., "What are your concerns about using this procedure with your struggling readers?").

➤ Summarizing during a conversation that clarifies important conclusions and keeps the conversation from rambling and/or getting off topic.

R₁ *Reading First* coaches need to spend time learning effective communication skills and taking the time to practice formulating responses for a variety of situations. The *Communication Tip Sheet* in the *Coaching Tools and Resources* section of this chapter, page 25, can be used to create a positive climate and promote productive communication.

A₁ ### KEEPING THE LEAD
Complete Practice Activity 1: *Conversations with Teachers,* on page 17.

What are some guidelines for establishing an effective coaching process?

Reading First coaches who demonstrate lessons and/or strategies with fidelity provide teachers with a model of effective reading instruction. Teachers see first-hand how specific program elements, lessons, and/or instructional strategies are implemented.

Although there is not an established set of procedures that *Reading First* coaches must follow, the following guidelines can help to establish an effective coaching process:

PRE-CONFERENCE

The *Reading First* coach and teacher(s) meet to identify areas of need. They collaboratively plan and/or discuss the lesson that the coach will demonstrate.

DEMONSTRATION LESSON

Teacher(s) observe and record notes and questions as the *Reading First* coach models instructional practices during a demonstration lesson with students in a classroom.

FOLLOW-UP CONFERENCE

The *Reading First* coach and teacher(s) meet to discuss the demonstrated lesson and answer any questions the teacher(s)might have.

OBSERVATION

The *Reading First* coach observes and documents a teacher's delivery of a lesson. This lesson may be the previously demonstrated lesson or another lesson agreed upon by the teacher and coach. Other teachers can be present if the observed teacher doesn't object.

REFLECTION/POST CONFERENCE

The *Reading First* coach provides feedback from the observation to the individual teacher. The teacher and coach identify areas for improvement, set goals, and determine next steps.

Pre-conferences, demonstration lessons, and conferences can be conducted with individual teachers or groups of teachers. Demonstration lessons and classroom observations need to be regularly implemented throughout the year.

What is a pre-conference?

A pre-conference provides an opportunity for the *Reading First* coach to model the planning phase of the lesson. Planning includes identifying and clarifying the instructional focus, lesson objectives, strategies and materials, and a process for monitoring student learning.

The coach guides the teacher(s) in selecting materials that will support learning for all students, including students reading on grade level, English language learners, students who receive Section 504 or special education services, and students who would benefit from enrichment opportunities.

In addition to choosing appropriate materials, it is essential that the coach model or demonstrate how to plan the lesson to incorporate the features of systematic and explicit instruction (see Chapter 3 of this guide, *Delivering Effective Instruction).*

The coach and teacher(s) also schedule a day and time for the demonstration lesson and follow-up conference. It is recommended that follow-up conferences take place as soon as possible (e.g., the same day of the demonstration).

What occurs during the demonstration lesson?

During the 90-minute core reading instruction block, the *Reading First* coach models the demonstration lesson with students in a classroom setting while the teacher(s) observe and record notes and/or questions.

The teacher(s) pay close attention to the coach's delivery of the lesson, especially considering:

➤ How does the coach integrate students' prior knowledge and skills?
➤ How is learning made visible and broken down into steps?
➤ How does the coach use scaffolding?
➤ How does the coach pace the instruction?
➤ What instructional techniques are used to ensure students have frequent opportunities to respond?

➤ How does the coach check students' understanding of the new concept or skill?

➤ How is feedback used to correct, reinforce, and motivate student learning?

➤ How does the coach adjust instruction based on students' responses?

R²   A *Lesson Demonstration Form* for teachers to use during the demonstration lesson is available in the *Coaching Tools and Resources* section of this chapter, page 27. This form provides a focus for questions and observations during the demonstration and creates a framework for conversation during the follow-up conference.

R³   A *Demonstration Lesson Tip Sheet* is also available in the *Coaching Tools and Resources* section of this chapter, page 29, to help coaches deliver effective demonstration lessons.

A²

KEEPING THE LEAD

Complete Practice Activity 2: *Think Sheet for Planning a Demonstration Lesson*, on page 19.

What is a follow-up conference?

Ideally, within a few hours of the demonstration lesson, the coach and teacher(s) meet for a follow-up conference. This meeting provides an opportunity for the coach and teacher(s) to discuss the demonstration lesson and clarify any questions the teacher(s) may have about lesson implementation.

The coach and teacher(s) discuss notes and questions recorded during the demonstration lesson. Coaches demonstrate how to reflect on instruction as they discuss the demonstration lesson.

Then the coach and teacher(s) co-plan the lesson that the teacher(s) will deliver.

The coach schedules a day and time for each teacher's observation, being sure to allot time afterward to discuss the observation (reflection/post conference) with the teacher. The reflection/post conference ideally takes place the same day of the observation.

What occurs during a classroom observation by the coach?

The *Reading First* coach observes the teacher's lesson for a minimum of 20 minutes and keeps a record of what happens during the lesson using an observation form. Observation forms

R₄ provide a framework for data collection and a record for the post conference debriefing session. The *Classroom Observation Process Checklist* is included in the *Coaching Tools and Resources* section of this chapter, page 31. The *Classroom Observation Form*, page 33, can be

R₅ used to document observation data.

Why is the tone of a classroom observation important?

For classroom observations to be effective tools for improving instruction, *Reading First* coaches need to promote a positive tone that fosters change and establishes trust. Coaches can help alleviate teacher apprehension of the classroom observation by clearly communicating that the goal of the observation is the improvement of instruction, not evaluation of performance.

Establishing trust with teachers involves ensuring that classroom observations are objective, non-evaluative, and confidential. Observations help a coach and teacher work together to build teacher knowledge and proficiency in delivering effective, research-based reading instruction. During the observation, the *Reading First* coach carefully records data using objective, non-evaluative language.

What types of data are collected during classroom observations?

The *Reading First* coach records descriptive data detailing what is observed during the lesson. Statements of opinion and evaluative statements are carefully avoided, but constructive feedback is provided.

Recorded evidence from the observation may include:

➤ Objective statements of observed behavior (e.g., teacher writes "ake" on the board).

➤ What the teacher or students say (e.g., "What sound does this make?" or the gist of what was said—teacher asked what sound "ake" makes).

➤ Grouping information (e.g., students sit in groups of four).

➤ Observations of the classroom environment (e.g., student desks are arranged in rows facing the front of the room).

Data included on observation forms can help provide a framework for post conference discussions.

A₃ **KEEPING THE LEAD**

Complete Practice Activity 3: *Identifying and Writing Objective Statements*, on page 21.

Who views the data from classroom observations?

Only the observed teacher receives feedback from the *Reading First* coach and a copy of the data recorded during the observation. Data are not provided to administrators or other teachers without the observed teacher's consent.

What is the reflection/post conference?

The reflection/post conference involves the teacher and *Reading First* coach as they review, reflect, discuss, and determine the next steps to take to improve student outcomes.

R6 Before the post conference, the *Reading First* coach examines the data collected during the observation, and prepares for the post conference with the teacher. The *Reflection/Post Conference Planning Sheet* included in the *Coaching Tools and Resources* section of this chapter, page 35, can assist coaches as they review the observation data and plan for the post conference.

R7 The *Reading First* coach also encourages the teacher to reflect on the lesson before they meet to discuss it. The coach may choose to provide a set of reflection questions to help teachers focus on specific parts of the lesson. *Post Observation Teacher Reflection Questions* are located in the *Coaching Tools and Resources* section of this chapter, page 37.

R8 During the post conference, the coach and teacher discuss the lesson and the data collected during the observation. Collaboratively, they identify instructional areas for improvement, set informal improvement goals, and determine the next steps of action. The *Post Observation Goal-Setting Worksheet* in the *Coaching Tools and Resources* section of this chapter, page 39, can be used during this phase of the coaching process.

Which lessons should **Reading First** *coaches demonstrate and observe?*

The lessons that *Reading First* coaches demonstrate and observe vary based on which lessons will best assist the teacher in reinforcing or refining instructional techniques and practices. These lessons may be identified based on assessment data, as a follow-up to professional development, or in response to a teacher's request for assistance.

A primary means of identifying lessons for demonstration and observation is through analysis of

student assessment data, which may call attention to teachers' needs for additional support in specific areas of instruction. This need for support may be indicated for one or two teachers, an entire grade level, or several grade levels, and demonstration lessons may be delivered in all three formats.

EXAMPLES

During a recent grade-level meeting, the first-grade teachers noticed a large number of students in multiple classrooms were not meeting the benchmark for decoding words. The first-grade team and the coach agreed that all the teachers would benefit from a group demonstration of instructional strategies for phonics, specifically those that address the critical skills students are having difficulty mastering.

Ms. Williams consistently has students who score below benchmark in several of the essential components of reading. This may indicate that she needs more attention and support to improve her delivery of instruction and fidelity to the core reading program. The coach works very closely with Ms. Williams by assisting with planning and modeling appropriate and effective instructional practices, answering questions, and observing her delivery of the lessons.

A coach may decide to demonstrate and observe particular instructional strategies in the classroom as a follow-up to previous professional development. The teachers' prior training may have taken place during a formal professional development session, a grade-level meeting, a vertical team meeting, or another opportunity for professional growth. This follow-up may include every teacher involved in the training, or only those who request or need additional feedback.

EXAMPLE

In a recent meeting with first-grade teachers, the *Reading First* coach demonstrated a blending lesson using sound/spelling cards. To check for proper implementation and to provide any necessary guidance, the coach visits each first-grade classroom to observe teachers as they deliver the lesson.

Observations also can help coaches determine the effectiveness of their demonstration lessons. Coaches may see that additional clarification, demonstrations, or modifications are needed to improve professional development efforts.

Teachers continually strive to identify areas for growth and take the lead in improving their instruction. Knowing that the *Reading First* coach is there to support their learning and professional growth, teachers may request that the coach demonstrate and observe particular lessons.

EXAMPLE

Mrs. Taylor is trying to incorporate more explicit phonemic awareness instruction in her kindergarten classroom. However, many of her students are struggling with the activities, especially blending onsets and rimes. She asks the *Reading First* coach to visit her classroom during phonemic awareness instruction. After the observation, they discuss the lesson and generate ideas to improve the lesson.

Are there other lessons **Reading First** *coaches should observe?*

Observations also may focus on lessons related to specific reading components identified through classroom assessment data as needing improvement.

EXAMPLE

Mr. Ramirez's mid-year classroom assessment data indicated that a large percentage of his second-grade students are not meeting the fluency benchmark. During a meeting, the *Reading First* coach and Mr. Ramirez review the data. They discover many students are able to read accurately, but their reading is slow and labored. After discussing fluency instructional practices, Mr. Ramirez and the coach schedule an observation to help determine the best course of action for improving fluency instruction.

What are some additional ways that **Reading First** *coaches can foster a community of learners?*

"Schools must become learning organizations where professional development and change become the norm of continuous improvement" (Little & Houston, 2003, p. 76). The *Reading First* coach links professional development with classroom implementation. However, coaches not only promote implementing effective instructional practices through demonstration and observation, they can also facilitate continual learning through teacher study groups, teacher meetings, peer coaching, and professional development workshops.

Forming teacher study groups is one way that *Reading First* coaches can extend teachers' learning about current reading research and SBRR instructional practices. Teacher study groups can be formed to address instructional needs within and across grade-levels. Their purpose is the acquisition and clarification of new reading (content) knowledge. For example, each essential reading component can be a topic of an in-depth study that goes beyond traditional professional development sessions. Research studies, professional journal articles, books, and curriculum materials can be reviewed and studied. *Reading First* coaches serve as facilitators who gather and disseminate information, lead discussions, and guide teachers in classroom application. Teacher study group assignments can include reading articles and/or reviewing materials to discuss and share with others during subsequent meetings.

Another way to foster a community of learners is to hold regular teacher meetings with grade-level teams and/or vertical teams of K-3 teachers and staff. Teacher meetings focus on assessment-driven instruction and student achievement. For example, during teacher meetings, *Reading First* coaches help teachers use assessment data to monitor student progress and inform their instruction. Coaches serve as facilitators who promote teacher collaboration through analysis of assessment data and discussion of instructional effectiveness. Teachers can also be given assignments that involve classroom implementation of instructional strategies and practices to address student needs. For example, a teacher is asked to use partner reading for two weeks with a newly formed group of struggling readers and then share the results at the next meeting.

Peer coaching, or teachers coaching teachers, can extend and sustain professional growth and reading improvement beyond *Reading First.* Peer coaching helps classroom teachers become resources for one another by sharing the responsibilities for providing in-class support, guidance, and constructive feedback. As teachers observe and demonstrate lessons, offer feedback and guidance, and serve as coaches for other teachers, knowledge and skills and classroom implementation can increase.

Effective whole group professional development activities are further examined in *Chapter 7* of this guide.

What can **Reading First** *coaches do when they encounter teachers who are reluctant to accept their assistance?*

In *Reading First* schools, teachers are expected to participate in the professional development opportunities provided, including working with the *Reading First* coach. There may be, however, some teachers who are initially reluctant to accept a coach's assistance.

Coaches can start by working with those who will accept assistance. Word of mouth will help coaches gain access to those who are initially uncooperative. Including reluctant teachers in large group activities such as grade-level meetings, study groups, or in-service sessions can help. Coaches should check in with these teachers informally on a regular basis (at least once a week). Coaches can encourage participation by inquiring about how things are going and asking if there is anything he/she can do for/with them. Coaches also can arrange to have reluctant teachers observe or co-plan with a colleague whom they trust. Regardless of the strategy the coach uses to develop trust and rapport, all *Reading First* teachers are expected to be involved in the program and participate in activities designed to improve student reading outcomes.

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PRACTICE ACTIVITIES

Conversations with Teachers

Directions: Consider how you might respond to teachers' concerns in the following scenarios. Complete the conversations.

Conversation 1

Teacher: "I just don't have time to individually assess each child. What am I supposed to do with the rest of my class?"

Coach:

Conversation 2

Teacher: "Kindergartners need social time. It's not developmentally appropriate for them to work so hard."

Coach:

Conversation 3

Teacher: "My kids work fine for you when you're demonstrating a lesson, but when you observe me they don't cooperate or behave."

Coach:

Conversation 4

Teacher: "My students get distracted when you come into my classroom."

Coach:

Conversation 5

Teacher: "What should I do to engage the rest of my class while I conduct small group reading instruction?"

Coach:

Conversation 6

Teacher: "I can't hold the other students back to review and reteach just because some of my students haven't 'gotten it' yet."

Coach:

Conversation 7

Teacher: "I don't understand why I can't do letter-of-the-week."

Coach:

Conversation 8

Teacher: "Why do I have to use these assessments with my students? I work with them every day. I know what they can do!"

Coach:

Think Sheet for Planning a Demonstration Lesson

Directions: When you have identified the need for a demonstration lesson, use the following questions to guide your preparation of the lesson.

Essential Component of Reading: (Circle one)

Phonemic Awareness   Phonics/Word Study   Fluency   Vocabulary   Comprehension

Instructional focus:

Which other teachers would benefit from this demonstration lesson? Can I do one demonstration for several teachers?

What is the teacher's level of knowledge or skill? How much of the lesson will I need to demonstrate? (e.g., entire lesson or only specific strategies or techniques)

What reading content or background knowledge will the coach/teacher need to review before the lesson?

Complete a task analysis of the lesson to be demonstrated
(Include objectives, strategies, procedures, etc.)

How will student learning be measured and documented?

What adaptations may be needed to support learning for English language learners, students who receive Section 504 or special education services, and advanced learners?

What other practice activities support students' learning of this concept or skill?

Identifying and Writing Objective Statements

Part One – Identifying Objective Statements

Directions: During a classroom observation, you will write objective statements of observed behavior. Read the following statements. For each one, indicate if it is an objective statement or a statement of opinion. [Note: Sample statements are from various lessons.] Check your answers using Appendix E.

	Objective Statement	Statement of Opinion
1. Students looked confused during explanation of how to sort word cards with CVC and CCVC words.	_____	_____
2. Teacher gives each student a bag of magnetic letters.	_____	_____
3. Teacher prefers to call on girls rather than boys.	_____	_____
4. Students respond chorally to segment and blend the word *cat*.	_____	_____
5. Three students in the back look bored.	_____	_____
6. Students sort word cards into two categories: words ending in *-am* and words ending in *-ame*.	_____	_____
7. Students sit in groups of four.	_____	_____
8. Teacher asks students to give a thumbs up if they understand.	_____	_____
9. Teacher shows students the cover of the book and asks them to make predictions about what the book is about.	_____	_____
10. Activity was loosely structured.	_____	_____
11. Teacher models making words on overhead and students repeat the procedure at their desks.	_____	_____
12. Students' fluency rates were extremely high.	_____	_____
13. Teacher was unclear in explaining instructions.	_____	_____
14. Phonemic awareness instruction enhanced students' skills.	_____	_____
15. Before the read aloud, teacher modeled the use of pre-reading comprehension strategy cards.	_____	_____

Adapted from Consortium on Reading Excellence, Inc. (2003). *Reading coach course, part 1: Reading coach institute: Participant resource notebook*. Emeryville, CA: Author.

Part Two – Writing Non-Evaluative, Objective Statements

Directions: Rewrite the following statements of opinion so that they are non-evaluative, objective statements.

Example:

Statement of Opinion: Teacher prefers to call on girls rather than boys.
New Statement: Teacher calls on three girls to individually segment the word man.

1. Students looked confused during explanation of how to sort word cards with CVC and CCVC words.

New Statement:

3. Three students in the back look bored.

New Statement:

4. Activity was loosely structured.

New Statement:

5. Students' fluency rates were extremely high.

New Statement:

6. Teacher was unclear in explaining instructions.

New Statement:

7. Phonemic awareness instruction enhanced students' skills.

New Statement:

Adapted from Consortium on Reading Excellence, Inc. (2003). *Reading coach course, part 1: Reading coach institute: Participant resource notebook.* Emeryville, CA: Author.

COACHING TOOLS AND RESOURCES

Communication Tip Sheet

CREATE A POSITIVE CLIMATE

➤ Establish rapport with the teacher and a sense of trust. Make clear that the purpose of coaching is not to evaluate, but to help the teacher improve instruction and identify specific areas in need of support.

➤ Emphasize the fact that observation data and conversations between the teacher and coach are confidential.

➤ Demonstrate trust in the teacher's ability to reflect and problem solve.

➤ Promote a sense of collegiality. Emphasize that you and the teacher are working together to improve instructional practices and increase student learning.

➤ Focus data analysis and feedback on observed behaviors, not on your perceptions of the teacher's competence.

➤ Acknowledge positive practices as well as areas the teacher needs to strengthen.

➤ Assist the teacher in generating ways to accomplish goals.

PROMOTE PRODUCTIVE COMMUNICATION

➤ Listen attentively, focusing on what the teacher is communicating.

➤ Use objective, non-evaluative language.

➤ Match body language to verbal communication.

➤ Paraphrase to demonstrate understanding.

➤ Ask questions to clarify or confirm understanding.

➤ Encourage teacher self-analysis through reflective questioning (e.g., "What would be another way to _____?").

Lesson Demonstration Form

Lesson: _____ Date: _____

Teacher: _____ Essential Reading Component: _____

When observing the demonstration lesson, consider how the coach does the following:

➤ Explains lesson objectives and procedures.

➤ Activates prior knowledge.

➤ Models and uses concrete examples.

➤ Makes learning visible and breaks instruction down into steps.

➤ Uses scaffolding to support student learning

➤ Integrates previously learned knowledge and skills.

➤ Paces instruction and provides adequate thinking time for students.

➤ Provides frequent opportunities for students to respond.

➤ Provides immediate and specific feedback to students.

➤ Adjusts instruction based on students' responses.

➤ Monitors student learning and progress.

Notes/Observations	Questions

(continued)

R2

Lesson Demonstration Form (continued)

Questions	Notes/Observations

Demonstration Lesson Tip Sheet

Have a clearly defined goal for the demonstration lesson.

During the pre-conference, identify specific aspects of the demonstration lesson for teachers to focus on as they observe.

PRIMARY PURPOSES OF DEMONSTRATION LESSONS:

➤ Support teachers in gaining a thorough knowledge of research-based instructional practices and increase their proficiency in applying that knowledge in their classrooms.

➤ Provide targeted professional development by modeling specific instructional practices for specific teachers or groups of teachers based on their needs (e.g., demonstrate for teachers who are less proficient or comfortable with particular strategies or practices).

➤ Ensure a common professional knowledge base and engage teachers in the continual improvement of their instructional practices.

TARGETED AREAS FOR DEMONSTRATION LESSONS:

➤ Delivery of instructional procedures and steps.

➤ The structure of the lesson (i.e., orientation/review, presentation, guided practice, and independent practice).

➤ How instruction is made systematic and explicit.

➤ Ways to adjust and extend instruction through scaffolding.

➤ Techniques for maximizing student engagement.

➤ Monitoring students' understanding and providing positive and corrective feedback.

➤ How to use materials and resources to meet individual needs.

ALTERNATIVE METHODS FOR DEMONSTRATION LESSONS

➤ Provide opportunities for a more proficient teacher (Teacher A) to serve as the coach for a teacher who is less proficient (Teacher B).

EXAMPLE

For the demonstration, have Teacher A deliver the demonstration lesson while Teacher B observes. Then, the two teachers can team teach the lesson so that Teacher B has an opportunity to practice the lesson with support. Finally, Teacher A observes as Teacher B delivers the lesson and the two debrief and discuss the lesson.

Conferences:

During pre-, follow-up, and post conferences, discussion is very important. Discussions need to:

➤ Occur as soon as possible after the lesson, be brief (15-20 minutes), and be scheduled to avoid interruptions.
➤ Focus on the teaching, not the teacher.
➤ Reflect on how the lesson impacts student learning.
➤ Talk through the instructional sequence of the lesson.
➤ Relate to specific aspects the teacher/coach agreed to focus on.
➤ Identify positive features of the lesson.
➤ Establish next steps for providing support and guidance.

Adapted from Sacramento County Office of Education, Reading Lions Center. (2003). *Reading First coaches 2003-04 institute #1: Instructor materials.* Sacramento, CA: Author. Leicestershire County Council, Leicestershire Education Agency, The Numeracy Team. (n.d.) *Demonstration lessons.* Retrieved April 13, 2004, from http://www.leics.gov.uk/education/ngfl/numeracy/documents/coord/demol.doc

Classroom Observation Process Checklist

BEFORE THE OBSERVATION/PRE-CONFERENCE

_____ Teacher and coach discuss lesson focus and content, including necessary background knowledge and instructional techniques.

_____ Teacher may identify one or more areas for the coach to focus on during the lesson.

_____ Teacher and coach determine day and time of the observation.

_____ Coach reviews observation form.

DURING THE OBSERVATION

_____ Coach observes the lesson for a minimum of 20 minutes.

_____ Coach records descriptive data (coach may use an observation form).

AFTER THE OBSERVATION

_____ Teacher reflects on the lesson.

_____ Coach examines data collected during the observation in preparation for post conference with teacher.

_____ Coach reviews observation and post conference tip sheet.

POST CONFERENCE

_____ Teacher and coach discuss data collected from the observation.

_____ Teacher and coach identify areas to strengthen.

_____ Teacher sets informal goals for improvement.

_____ Teacher and coach determine next steps for both teacher and coach to support attainment of goals.

Classroom Observation Form

Teacher: _____ Coach/Observer: _____ Date: _____

Grade Level: _____ Time: _____ – _____ Lesson: _____

BE SURE TO DOCUMENT WHAT YOU OBSERVE REGARDING THE FOLLOWING:

▲ Whether the teacher is using the adopted core reading program and implementing it for the prescribed amount of time.

▲ Evidence that the delivery of instruction follows the guidelines provided by the core program.

▲ Information about the grouping format.

▲ Evidence of the explicitness of the instruction.

▲ Ways the teacher uses scaffolding to support student learning.

▲ Ways the teacher monitors student learning and progress.

ESSENTIAL COMPONENT OF READING:

_____ Phonemic Awareness

_____ Phonics/Word Study

_____ Fluency

_____ Vocabulary

_____ Comprehension

Time	Teacher Words/Actions	Student Words/Actions	Materials & Grouping

(continued)

Adapted from Sacramento County Office of Education, Reading Lions Center. (2003). *Reading First coaches 2003-04 institute #1: Instructor materials*. Sacramento, CA: Author.

Classroom Observation Form (continued)

Time	Teacher Words/Actions	Student Words/Actions	Materials & Grouping

Reflection/Post Conference Planning Sheet

Teacher: _____ Coach:_____ Grade Level: _____

Lesson:_____Observed on _____from_____ to _____

ESSENTIAL COMPONENT OF READING ADDRESSED:

_____ Phonemic Awareness   _____ Phonics/Word Study   _____ Fluency

_____ Vocabulary   _____ Comprehension

Evidence I observed regarding the following: **Suggestions/comments:**

Evidence I observed regarding the following:	Suggestions/comments:
The teacher is using the adopted core reading program and implementing it for the prescribed amount of time.	
The delivery of instruction follows the core program as designed.	
The grouping format is based on the needs of the students and helps maximize student learning.	

Evidence I observed regarding the following: **Suggestions/comments:**

Evidence I observed regarding the following:	Suggestions/comments:
The instruction is explicit.	
The teacher uses scaffolding to support student learning.	
The teacher monitors student learning and progress.	
Other observations:	

Post Observation Teacher Reflection Questions

After the observation lesson, the teacher reflects on the following:

➤ Did the lesson follow the core program as designed?

➤ Which state standards for student learning align with this lesson?

➤ Were supplemental materials used? Did the supplemental materials align with the instructional objectives of the core reading lesson? What other supplemental materials might be used?

➤ Was the instruction explicit? How could the instruction be made more explicit?

➤ How was the instruction scaffolded to support student learning?

➤ How were students grouped? How did the grouping format help maximize student learning?

➤ Were the students engaged in the lesson? How could student engagement be increased?

➤ How was student learning monitored? Was this effective? If not, what other methods for progress monitoring might be more effective?

➤ Suggestions for how coaching could improve your instruction on this lesson/topic:

Post Observation Goal–Setting Worksheet

Lesson: _____ Coach/Observer: _____

Observed Lesson: _____ Date: _____

1. Goal/Area to Strengthen:

Teacher's Next Steps:

Coach's Next Steps:

2. Goal/Area to Strengthen:

Teacher's Next Steps:

Coach's Next Steps:

3. Goal/Area to Strengthen:

Teacher's Next Steps:

Coach's Next Steps:

Chapter 7

PROVIDING ON-SITE PROFESSIONAL DEVELOPMENT

LEADING FOR READING SUCCESS OBJECTIVE

Reading First coaches will enhance their knowledge and expertise for planning and implementing on-site professional development.

TAKING THE LEAD

KEY IDEAS

What are the key elements of an on-site professional development plan?

An on-site professional development plan is part of a coherent, focused *Reading First* program that includes off-site training opportunities and other professional learning experiences. On-site professional development enhances and extends the off-site professional development that will be offered at the state, regional, or district level. Professional development sessions are designed to elicit specific outcomes. They are not events, but an important part of a well-coordinated on-site professional development plan. Guidelines and key questions to help coaches develop an effective on-site professional development plan are included in the *Coaching Tools and Resources* section of this chapter, page 17.

A *Reading First* Quality Brief, *Tips for Designing a High-Quality Professional Development Program*, provides guidelines for building high-quality professional development programs in *Reading First* schools. For more information about this resource, contact your regional Reading First Technical Assistance Center. This document is also available at the National Center for Reading First Technical Assistance website: www.ReadingFirstSupport.us

A well-coordinated on-site professional development plan:

➤ Provides information on all the essential components of scientifically based reading instruction–phonemic awareness, phonics, fluency, vocabulary, and comprehension.

1 | Chapter 7

➤ Prepares teachers to effectively deliver core reading and intervention programs, as well as all supplemental materials, at the beginning of the school year.

➤ Provides training on assessment administration, data interpretation, and effective use of assessment data to inform instruction.

➤ Includes follow-up and ongoing support and guidance during classroom implementation.

➤ Is coordinated with state- and district-level training.

What is the Reading First coach's role in providing on-site professional development?

Reading First coaches are often responsible for coordinating and providing on-site professional development sessions, in addition to classroom observations and demonstrations, providing feedback and guidance to teachers, and facilitating data-driven instruction.

How are assessment data used to plan on-site professional development?

Reading assessment data determines specific reading skills and concepts that students have not developed or mastered. This information can help determine teachers' professional development needs.

EXAMPLE

If assessment results show that many students have not developed phonemic awareness, professional development can be conducted to provide teachers with the knowledge and skills they need to effectively provide phonemic awareness instruction.

Assessment data also can be used to help *Reading First* schools evaluate the effectiveness of training and sustain continuous professional learning and growth.

Using assessment data to plan on-site professional development and evaluate its effectiveness involves:

➤ Working with teachers and administrators to systematically identify professional development needs.

➤ Identifying the target audience.

➤ Establishing learning objectives for each training session.

➤ Preparing the content.

➤ Delivering effective on-site sessions.

➤ Evaluating the plan's success.

STAGES OF PLANNING ON-SITE PROFESSIONAL DEVELOPMENT					
Determine problems/ needs	Identify target audience	Develop teacher learning objectives for each session	Prepare content	Deliver training	Evaluate success

How do **Reading First** *coaches determine on-site professional development needs?*

While student assessment data serves as the primary source of information, *Reading First* coaches can examine classroom observation data, notes from teacher conferences or meetings, and feedback on previous professional development to develop a professional development plan.

R₂ Informal teacher surveys are also useful tools. These surveys can often identify areas in which teachers would like additional information or support. Two sample informal teacher surveys are included in the *Coaching Tools and Resources* section of this chapter, page 21.

Reading First coaches can use these sources of information to focus and prioritize professional development goals. Focusing on a few well-defined needs is more productive than superficially addressing multiple topics.

IDENTIFYING PROFESSIONAL DEVELOPMENT NEEDS

Step 1–Analyze assessment data to identify areas where students are experiencing difficulties.

Step 2–Use information from Step 1 in conjunction with information from other sources (e.g., observation data or teacher surveys) to identify gaps in instruction.

Step 3–Determine the reason(s) for the instructional gap (i.e., professional development needs).

Problem

Gaps in instruction correspond to gaps in the core program as indicated by the results from the critical analysis using *A Consumer's Guide to Evaluating a Core Program.*

Professional Development Needs:

➤ Training on the five essential reading components to enable teachers to supplement and enhance the core program with effective instruction.

➤ Training on the effective implementation of supplemental materials purchased to support gaps in the core program (e.g., a supplemental program is implemented to support the core program, which alone does not provide enough opportunities for students to develop fluency by rereading connected text).

Problem

Teachers are not comfortable implementing the core program and/or are implementing the core program with little success.

Professional Development Needs:

➤ Program-specific training or additional training on delivering effective instruction.

Who should participate in on-site professional development?

All K-3 teachers in *Reading First* schools participate in professional development. In addition, K-12 special education teachers and some 4-12 general education teachers may participate in particular (although not all) training sessions.

Some teachers may need more individualized training and support. Use student data and classroom observation notes to identify specific teachers who may need additional training beyond that provided for all teachers.

To promote awareness of what teachers are learning and are expected to implement in the classroom, invite administrators to attend professional development sessions.

If possible, include substitute teachers in program-specific training. Having well-trained substitutes enables teachers to observe model lessons in colleagues' classrooms and attend professional development sessions with little disruption to reading instruction.

How do learning objectives help **Reading First** *coaches plan professional development?*

Learning objectives for professional development sessions are identified after needs have been assessed and training priorities identified. Learning objectives describe what participants will be able to do as a result of participating in an on-site professional development session. Establishing well-defined objectives can help *Reading First* coaches develop the content and activities for the training. A *Site-Based Professional Development Planning Sheet* is included in the *Coaching Tools and Resources* section of this chapter, page 23. This resource can help the *Reading First* coach use session-specific objectives to plan the content, activities and materials for professional development opportunities.

The elements of well-defined learning objectives include:

Who—Who are the target participants (e.g., first-grade teachers)?

Behavior—What specific level of knowledge or skill is expected (e.g., ability to administer an early reading assessment)?

What—What specific content is addressed (e.g., assessment of students' skills in key components)?

Timeline—When do you expect teachers to implement what they have learned?

Proficiency—How will you know the training was a success?

EXAMPLE

At the conclusion of the session, first-grade teachers (who) will be able to administer and record results (behavior) with 100% accuracy (proficiency) on an early reading assessment of key components (what) as demonstrated during the fall assessment administration (timeline).

KEEPING THE LEAD

Complete Practice Activity 1: *Creating Well-Defined Objectives*, on page 13.

What are the characteristics of effective on-site professional development?

On-site professional development based on specific academic content (e.g., reading) and coupled with other aspects of instruction, such as assessment, helps teachers transfer new knowledge and skills to the classroom. The content of effective on-site professional development, especially program-specific training, focuses on what students need to learn, possible difficulties students may have, and ways teachers can effectively provide instruction and intervention.

Effective professional development provides participants with the theory and research underlying the knowledge, skills, and strategies they are learning. In addition to providing essential information and knowledge, effective professional development actively engages participants in learning by providing opportunities for demonstration, practice, collaborative problem-solving, and feedback.

OPTIONS FOR ENGAGING TEACHERS IN ACTIVE LEARNING

Demonstrations

Role-playing

Written responses

Case studies

Critique or analysis

Practice

Group presentations/reports

Discussion

On-site professional development is not always delivered in a traditional workshop setting. Consider alternative formats, such as those in the following list, that help build a community of learners.

What are the characteristics of an effective presenter?

Reading First coaches who present information during on-site professional development must have knowledge of and experience in scientifically based reading instruction, preferably at all targeted grade levels.

Effective presenters are skilled at interacting with participants in a manner that fosters a collaborative and supportive environment. They are open, friendly, sincere, and patient. Effective presenters are able to answer questions and provide guidance without appearing authoritative. To encourage a collegial coach/teacher relationship, coaches should be respectful of the knowledge and experience participants bring to professional development sessions.

How can school resources be maximized to provide on-site professional development?

Ideally, *Reading First* coaches provide on-site professional development. During the first year of implementation, however, coaches may have to rely on outside experts and consultants for program-specific or other specialized types of training. As the coach's knowledge and experience increases, reliance on outside resources typically decreases, and professional development is less costly.

Taking an inventory of available resources (e.g., local consultants, meeting space, training materials) and utilizing prepackaged training modules (e.g., program-specific, essential reading components) can minimize the cost, time and effort of preparing and delivering professional development sessions. When budgeting for on-site professional development, carefully note all related costs, including materials, consultant fees, substitute pay, and teacher stipends (if applicable).

How can the **Reading First** *coach coordinate on-site professional development with other* **Reading First** *professional development?*

State- or district-level *Reading First* professional development usually covers broad topics that may or may not be grade-level specific. Campus-level professional development affords coaches the opportunity to extend the state- and district-level professional development and provide follow-up tailored to specific teachers' needs.

E X A M P L E

After a state-level *Reading First* summer conference on scientifically based reading instruction, a *Reading First* coach can provide follow-up. The follow-up can target teachers' questions about implementing instructional strategies within their core reading program. Follow-up can also focus on teachers who experience difficulty teaching any of the five essential reading components.

It is important for *Reading First* coaches to ensure that the message and information provided during on-site professional development are consistent and aligned with *Reading First* goals.

How much time needs to be allocated to on-site professional development?

Although some states have specific requirements, there are no federal mandates for the amount of time allocated for *Reading First* professional development. In-class support, lesson demonstrations, grade-level planning meetings, formal training, study groups, and a variety of other learning opportunities are all considered part of teachers' professional development.

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PRACTICE ACTIVITIES

Creating Well-Defined Objectives

Establishing well-defined objectives can help you plan the content and activities for professional development. A well-defined objective includes:

1. Who—Who are the target participants (e.g., kindergarten teachers)?
2. Behavior—What specific level of knowledge or skill is expected?
3. What—What specific content is addressed (e.g., assessing oral reading fluency)?
4. Timeline—When do you expect teachers to implement what they have learned?
5. Proficiency—How will you know the training was a success?

For each example below, indicate which (if any) of the five elements are missing. Then, rewrite the objectives so that they address all five elements. Answers are found in Appendix F.

Example 1: Teachers will understand fluency.

Missing elements: _____

Rewritten objective that includes all elements (if applicable):

_____

_____

Example 2: At the completion of the January training and model demonstrations, Springdale's kindergarten teachers will demonstrate the ability to implement phonemic awareness activities with small groups of same-ability students as indicated through classroom observations conducted by the *Reading First* coach in mid-February.

Missing elements: _____

Rewritten objective that includes all elements (if applicable):

_____

_____

Example 3: After training, teachers will know how to assess students' reading ability.

Missing elements: _____

Rewritten objective that includes all elements:

_____

_____

COACHING TOOLS AND RESOURCES

Guidelines and Key Questions for Planning On–Site Professional Development

A high-quality *Reading First* professional development plan:	A low-quality professional development plan:
Examines data from early reading assessments to identify instructional needs	Is fragmented, unfocused, and not based on evidence of need
Is developed collaboratively by the leadership team	Is driven by central office administration
Is grounded in research-based practices	Is based on familiar practices, regardless of efficacy
Focuses on what students need to learn and how to ensure that all students become successful readers	Does not carefully consider assessment results and student needs
Prepares teachers to use the core, supplemental and intervention materials effectively from the first day of school	Provides one-shot training sessions on the *content* of programs, with little focus on how to effectively deliver instruction
Focuses on learning to…	**Focuses on learning about…**
Builds school capacity through a combination of external support and a cadre of campus reading leaders	Depends on external support and resources
Is coordinated with district and state professional development	Introduces conflicting messages and competing initiatives
Provides teachers with a variety of continuous learning opportunities	Relies on traditional workshops with little practice, feedback, or follow-up

Adapted from National Partnership for Excellence and Accountability in Teaching. (1999). *Revisioning professional development: What learner-centered professional development looks like.* Oxford, OH: National Staff Development Council.

IDENTIFYING NEEDS

➤ What outcomes do we want for our students?

➤ How are we doing? What is our current level of performance as a school and at each grade level (kindergarten through third grade)?

➤ How far do we need to go to improve student outcomes and reach our goals in reading?

➤ What more do we need to do and what instructional adjustments need to be made?

➤ What instructional areas and grade levels should be targeted by the professional development plan?

DEVELOPING A PLAN

➤ How often do teachers participate in professional development designed specifically to address effective reading instruction? Are teachers required to attend? Are there incentives and/or administrative support for attendance?

➤ Is there a school- or campus-level professional development plan in place that is related specifically to reading? If not, who will be involved in developing a plan?

➤ What skills/topics will be emphasized during site-based professional development?

➤ Does the plan reflect a commitment to reading achievement for all students by providing teachers with research-based information on reading instruction?

➤ Are the selected topics for training aligned with the district's *Reading First* plan and scientifically based reading research?

➤ Are topics coordinated so that they complement rather than conflict with each other?

➤ Does the sequence of topics align with the teachers' instructional needs? (e.g., a session on grouping at the beginning of the year aligns with teachers' needs and increases the likelihood that teachers will implement small-group reading instruction)

RESOURCES AND LOGISTICS

➤ How much has been budgeted for training? Are there sufficient funds to cover all related expenses (e.g., location, presenters, materials, etc.)?

➤ How can other stakeholders (e.g., higher education faculty or local business partners) be involved in the implementation of the plan?

➤ Where and when will the session(s) be held?

➤ Does the publisher offer pre-packaged training modules or materials?

➤ What materials are needed? How many are needed?

➤ How will new or reassigned teachers have access to the information after the training?

USING EXTERNAL CONSULTANTS

➤ How many presenters are needed and how will they be prepared to address site-specific needs?

➤ Are the presenters qualified to conduct the sessions? Do they have knowledge of *Reading First* goals and SBRR? Have they conducted professional development for similar audiences?

SUSTAINABILITY

➤ How often and what type of follow-up (e.g., demonstrations) will be provided?

➤ Has the coach attended "train the trainer" professional development to build the school's capacity to deliver on-site training?

Survey of Teacher Needs and Concerns: Form A

Directions: Please number in order of importance (1 = most important; 5 = least important) the areas you would like to see addressed in *Reading First* professional development. Then, answer the questions.

_____ Using assessment data to group students.

_____ Providing explicit and systematic instruction.

_____ Administering early reading assessments.

_____ Implementing the core reading program.

_____ Differentiating instruction for struggling readers.

What area of reading instruction would you like to see addressed in professional development sessions?

What is your greatest concern about teaching reading?

What area of reading instruction is of the least concern to you?

Adapted from Vacca, J. L., & Mraz, M. (2002). Professional development. In S. B. Wepner, D. S. Strickland, & J. T. Feeley (Eds.), *The administration and supervision of reading programs* (3rd ed.). New York: Teachers College Press.

Survey of Teacher Needs and Concerns: Form B

Directions: Indicate whether or not you would like help in each of the following areas of reading instruction by placing a check mark in the appropriate column.

Reading Instruction	Needs		
	I am confident in this area	I would like some additional help in this area	I would like a lot of additional help in this area
1. Providing phonemic awareness instruction			
2. Providing phonics and word study instruction			
3. Providing fluency instruction			
4. Providing vocabulary instruction			
5. Providing comprehension instruction			
6. Using assessment data to differentiate instruction			
7. Providing small group instruction			
8. Delivering effective instruction			
9. Other:			

Adapted from Vacca, J. L., & Mraz, M. (2002). Professional development. In S. B. Wepner, D. S. Strickland, & J. T. Feeley (Eds.), *The administration and supervision of reading programs* (3rd ed.). New York: Teachers College Press.

Site–Based Professional Development Planning Sheet

Professional Development Priorities: Priority #1 _____ **Priority #2** _____ **Priority # 3** _____

Plan to Address Priority #1

Topic 1:	**Date(s):**	**Participants (# and grade level):**
Session Objective(s):	**Place:**	**Materials:**
	Activities for active learning:	

Topic 2:	**Date(s):**	**Participants (# and grade level):**
Session Objective(s):	**Place:**	**Materials:**
	Activities for active learning:	

Plan to Address Priority #2

Topic 1:	Date(s):	Participants (# and grade level):
Session Objective(s):	**Place:**	**Materials:**
	Activities for active learning:	

Topic 2:	Date(s):	Participants (# and grade level):
Session Objective(s):	**Place:**	**Materials:**
	Activities for active learning:	

Plan to Address Priority #3

Topic 1:

Session Objective(s):	**Date(s):**	**Participants (# and grade level):**
	Place:	**Materials:**
	Activities for active learning:	

Topic 2:

Session Objective(s):	**Date(s):**	**Participants (# and grade level):**
	Place:	**Materials:**
	Activities for active learning:	

EXAMPLE

Plan to Address Priority #2

Topic 1: Using assessment results to group students for small group instruction	**Date(s):** September 2005 (Grades 1-3) February (Kindergarten)	**Participants (# and grade level):** 12–First- through third-grade teachers 4–Kindergarten teachers
Session Objective(s): Teachers will be able to identify instructional needs and form same-ability groups using results from the initial assessment class summary reports as informed by classroom observations.	**Place:** Library	**Materials:** Sample class summary reports (one per grade level) Small group planning worksheet PowerPoint presentation to facilitate discussion and activities
	Activities for active learning: Work as a grade-level pair to form same-ability groups based on sample data.	

Chapter 8

SUSTAINING READING IMPROVEMENT

LEADING FOR READING SUCCESS OBJECTIVE

Reading First coaches will work to build an infrastructure that supports sustainability of coaching and collaboration beyond *Reading First* funding.

TAKING THE LEAD

KEY IDEAS

Why is sustainability important?

Sustainability of reading improvement is the ultimate goal of *Reading First*. *Reading First* provides the foundation for districts and schools to implement reading programs that help all students achieve reading success by the end of third grade. The *Reading First* program, by design, ensures an ongoing support system that helps teachers learn about instructional practices based on scientifically based reading research (SBRR), implement programs based on this research, and use rigorous assessments to inform instruction.

How does **Reading First** *plan to sustain reading improvement?*

Reading First coaches play a key role in promoting sustainability through ongoing professional development. Coaches promote sustained K-3 reading improvement as they take the lead in *Reading First* schools. Coaches attend professional development sessions and enhance their knowledge and skills related to effective reading instruction and SBRR. Coaches share their knowledge and expertise with other teachers—collaborating, problem solving, demonstrating, and supporting the implementation of SBRR instructional practices. *Reading First* coaches gradually transfer their lead as teachers improve their instruction and increase students' reading achievement.

Sustaining effective reading instruction, and ultimately increasing students' reading achievement involves:

ASSESSMENT-DRIVEN, DIFFERENTIATED INSTRUCTION

High-quality reading instruction is based on assessments that measure student progress in the five essential reading components. Effective reading instruction includes screening assessments, diagnostic assessments, progress monitoring assessments, and outcome assessments. When assessment is used to identify student ability and needs, instruction can be differentiated to help every student meet or exceed grade-level standards/benchmarks.

INSTRUCTION BASED ON SCIENTIFICALLY BASED READING RESEARCH (SBRR)

High-quality reading instruction uses a reading program and intervention that focuses on the five essential components of reading instruction identified by SBRR. All the components—phonemic awareness, phonics, fluency, vocabulary, and comprehension—are integrated into a coherent instructional design. Instruction is designed to address individual students' needs and abilities with explicit, systematic instruction, flexible grouping practices with ample practice opportunities, effective classroom management procedures, and adequate allocation of instructional time for the core reading program, as well as additional time for intervention.

STANDARDS AND ACCOUNTABILITY

State standards and benchmarks form the foundation for effective reading instruction. A comprehensive reading program addresses grade-level standards and provides a system for monitoring students' progress toward meeting them. Students who need intervention are identified early and are provided additional, intensive instruction to help them get back on track as soon as possible.

PROFESSIONAL DEVELOPMENT

Ongoing professional development efforts in *Reading First* schools aim to increase student reading achievement. Well-designed professional development aligns with the instructional reading program, including its research base and state standards. *Reading First* provides support through coaching, technical assistance, and peer mentoring to improve classroom reading instruction.

ADMINISTRATIVE SUPPORT

Reading First promotes coherent instructional leadership teams that coordinate *Reading First* efforts and provide technical assistance to educators, teachers, parents, and the community to improve reading instruction. Using a team approach helps minimize the disruption of established practices in the event of high mobility or turnover. Creating a strong leadership team is key to promoting a network of support for sustaining effective reading instruction beyond the scope of *Reading First*.

R1 The *Planning and Evaluation Tool for Effective Schoolwide Reading Programs* can be used to rate *Reading First* program implementation and sustainability from year to year. This tool is located in the *Coaching Tools and Resources* section of this chapter, page 13.

A1
KEEPING THE LEAD
Complete Practice Activity 1: *Next Steps: Sustainability of Reading Improvement*, on page 7.

References

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PRACTICE ACTIVITIES

Next Steps: Sustainability of Reading Improvement

Read the Checkpoints and Considerations. In the right-hand column, list the Next Steps that will help build sustainability for reading improvement in your school.

Checkpoints	Considerations	Next Steps
Is there a deliberate plan to promote sustainability of the *Reading First* plan?	➤ Identify campus leaders who can continue the implementation process in the absence of the principal or campus reading coach. ➤ Ensure that information on Reading First plan activities and processes is updated and kept in a central location. ➤ Identify resources (financial, personnel, material) that can be used to continue the initiative after the grant period ends.	
Does the coaching process promote realistic professional goals for change in teacher practice and classroom reading instruction and intervention?	➤ Limit the number of instructional practices and strategies for each essential reading component. ➤ Present concrete examples and models. ➤ Understand that approximately ten percent of teachers will require substantial support and guidance. ➤ Understand the typical stages in teacher learning and development; differentiate expectations between novice and veteran teachers. ➤ Provide teachers opportunities to observe each other. ➤ Realize that effective implementation and teacher understanding are inextricably linked.	

Adapted from Gersten, R., Chard, D., & Baker, S. (2000). Factors that enhance sustained use of research-based instructional practices: A historical perspective on relevant research. *Journal of Learning Disabilities*; University of Texas Center for Reading and Language Arts. (2000). *Building a campus of readers: A professional development guide for Texas reading leaders*. Austin: UT System/Texas Education Agency.

Checkpoints	Considerations	Next Steps
What opportunities promote grade-level alignment and vertical alignment of reading programs and instruction across grade levels?	➤ Exercise the array of options available for carrying out these opportunities (e.g., study groups, discussion groups). ➤ Provide teachers with regular, protected planning time. ➤ Provide ample opportunities for joint collaboration within and across grade-level teams. ➤ Involve teachers in simulations, demonstrations, lesson design, etc.	
What systems are in place to enhance teacher efficacy, such as peer study groups, peer mentoring, and grade-level team meetings?		

Checkpoints	Considerations	Next Steps
How can administrators and members of the leadership team support and promote sustained practice?	▶ Ensure that reading instruction aligns with standards and benchmarks to promote accountability. ▶ Establish a system to provide substantive administrative support (e.g., release time, professional development opportunities, funds for curricular materials). ▶ Move slowly enough to ensure quality. ▶ Become part of the collegial network by sharing informative professional literature, regularly visiting classrooms, participating in professional development sessions. ▶ Integrate aspects of the change process into faculty meetings.	
How are assessment data linked to sustainability?	▶ Discuss data rather than merely providing data to teachers. ▶ Strategically use para-professionals (and/or students) to collect data. ▶ Make sure data collection does not overwhelm or interfere with teaching. ▶ Assist teachers in using assessment data to inform their instruction. ▶ Link student assessment data to professional development needs.	

COACHING TOOLS AND RESOURCES

Planning and Evaluation Tool for
Effective Schoolwide Reading Programs - Revised
(PET-R)

Edward J. Kame'enui, Ph.D.
Deborah C. Simmons, Ph.D.

Institute for the Development of Educational Achievement
College of Education
University of Oregon

Revised May, 2003

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Planning and Evaluation Tool for
Effective Schoolwide Reading Programs - Revised

School:_____   Date: _____

Position (check one):   Current Grade(s) Taught (if applicable):

_____Administrator   _____Kindergarten

_____Teacher   _____First

_____Paraprofessional/Educational Assistant _____Second

_____Grade Level Team   _____Third

Years of Teaching Experience:_____   Years at Present School:_____

Directions

Based on your knowledge of your school's reading program (e.g., goals, materials, allocated time), please use the following evaluation criteria to rate your reading program's implementation.

Each item has a value of 0, 1, or 2 to indicate the level of implementation (see below). Please note that some items are designated with a factor, (e.g., x 2). Items with this designation are considered more important in the overall reading program. Multiply your rating by the number in parentheses and record that number in the blank to the left of the item.

In the right-hand column of the table, document evidence available to support your rating for each item.

Levels of Implementation Description

0 = Not in place

1 = Partially in place

2 = Fully in place

3

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Internal/External Auditing Form

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
I. <u>Goals, Objectives, Priorities</u> – Goals for reading achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.	
<u>Goals and Objectives</u>: _____1. are clearly <u>defined</u> and <u>quantifiable</u> at each grade level.	
_____2. are articulated across grade levels.	
_____3. are prioritized and dedicated to the essential elements (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) in reading (x 2).	
_____4. guide instructional and curricular decisions (e.g., time allocations, curriculum program adoptions) (x 2).	
_____5. are commonly understood and consistently used by teachers and administrators within and between grades to evaluate and communicate student learning and improve practice.	

_____/14 Total Points   _____%

<u>Percent of Implementation:</u>

7 = 50%   11 = 80%   14 = 100%

4

	0	1	2	
	Not in place	Partially in place	Fully in place	

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
II. <u>Assessment</u> – Instruments and procedures for assessing reading achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance, and inform instruction in important, meaningful, and maintainable ways.	
<u>Assessment</u>: _____1. A schoolwide assessment system and database are established and maintained for documenting student performance and monitoring progress (x 2).	
_____2. Measures assess student performance on prioritized goals and objectives.	
_____3. Measures are technically adequate (i.e., have high reliability and validity) as documented by research.	
_____4. All users receive training and followup on measurement administration, scoring, and data interpretation.	
_____5. At the beginning of the year, screening measures identify students' level of performance and are used to determine instructional needs.	
_____6. Progress monitoring measures are administered formatively throughout the year to document and monitor student reading performance (i.e., quarterly for all students; every 4 weeks for students at risk).	

II. <u>Assessment</u> continued

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
_____7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction (x 2).	
_____8. The building has a "resident" expert or experts to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	

_____/20 Total Points   _____%

<u>Percent of Implementation:</u>
10 = 50%   16 = 80%   20 = 100%

6

	0	1	2
	Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
III. <u>Instructional Programs and Materials</u> - The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.	
_____1. A comprehensive or core reading program with documented research-based efficacy is adopted for use school wide (x 3).	
_____2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) (x 2).	
_____3. The instructional materials and program align with and support state standards/scientifically based practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.	
_____4. Supplemental and intervention programs of documented efficacy are in place to support students who do not benefit adequately from the core program (x 2).	
_____5. Programs and materials are implemented with a high level of fidelity (x 3).	

_____/22 Total Points   _____%

<u>Percent of Implementation:</u>

11 = 50%   18 = 80%   22 = 100%

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
IV. <u>Instructional Time</u> - A sufficient amount of time is allocated for instruction and the time allocated is used effectively.	
_____1. A schoolwide plan is established to allocate sufficient reading time and coordinate resources to ensure optimal use of time.	
_____2. Reading time is prioritized and protected from interruption (x 2).	
_____3. Instructional time is allocated to skills and practices most highly correlated with reading success (i.e., essential elements of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension).	
_____4. Students in grades K-3 receive a minimum of 30 minutes of small-group teacher-directed reading instruction daily (x 2).	
_____5. Additional instructional time is allocated to students who fail to make adequate reading progress.	

_____/14 Total Points   _____%

<u>Percent of Implementation:</u>

7 = 50%   11 = 80%   14 = 100%

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
V. Differentiated Instruction/Grouping/Scheduling - Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.	
_____1. Student performance is used to determine the level of instructional materials and to select research-based instructional programs.	
_____2. Instruction is provided in flexible homogeneous groups to maximize student performance and opportunities to respond.	
_____3. For children who require additional and substantial instructional support, tutoring (1-1) or small group instruction (< 6) is used to support teacher-directed large group or whole class instruction.	
_____4. Group size, instructional time, and instructional programs are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).	
_____5. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	

_____/10 Total Points   _____%

Percent of Implementation:
5 = 50%   8 = 80%   10 = 100%

0	1	2
Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
VI. <u>Administration/Organization/Communication</u> - Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.	
_____1. Administrators or the leadership team are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials.	
_____2. Administrators or the leadership team work with staff to create a coherent plan for reading instruction and implement practices to attain school reading goals.	
_____3. Administrators or the leadership team maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment.	
_____4. Grade-level teams are established and supported to analyze reading performance and plan instruction.	
_____5. Concurrent instruction (e.g., Title, special education) is coordinated with and complementary to general education reading instruction.	
_____6. A communication plan for reporting and sharing student performance with teachers, parents, and school, district, and state administrators is in place.	

_____/12 Total Points   _____%

<u>Percent of Implementation:</u>

6 = 50%   10 = 80%   12 = 100%

10

	0	1	2
	Not in place	Partially in place	Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
VII. Professional Development - Adequate and ongoing professional development is determined and available to support reading instruction.	
_____1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional/reading priorities and effective practices.	
_____2. Ongoing professional development is established to support teachers and instructional staff in the assessment and instruction of reading priorities.	
_____3. Time is systematically allocated for educators to analyze, plan, and refine instruction.	
_____4. Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research.	

_____/8 Total Points   _____%

Percent of Implementation:

4 = 50%   6.5 = 80%   8 = 100%

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Individual Summary Score

Directions: Return to each element (e.g., goals; assessment) and total the scores at the bottom of the respective page. Transfer each element's number to the designated space below. Sum the total scores to compute your overall evaluation of the schoolwide reading program. The total possible value is 100 points. The total score can be used to evaluate the overall quality of the school's reading program.

Evaluate each element to determine the respective quality of implementation. For example, a score of 11 in Goals/Objectives/Priorities means that in your estimation the school is implementing approximately 80% of the items in that element.

Element	Score	Percent
I. Goals/Objectives/Priorities	/14	
II. Assessment	/20	
III. Instructional Practices and Materials	/22	
IV. Instructional Time	/14	
V. Differentiated Instruction/Grouping	/10	
VI. Administration/Organization/Communication	/12	
VII. Professional Development	/8	
Total Score	/100	

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

School Summary Score

Calculating Average Schoolwide Element Scores_____: Enter each individual's score by element on the following table. Sum down each column and divide by the number of participants to achieve an average school score for each element.

Calculate the proportion of total points for each element by dividing the average element score by the total possible points. This will provide the percentage of total points earned for each element.

Calculating Average Schoolwide Overall Scores_____. Enter the total scores of each individual in the designated space. Sum across the Total row and divide by the number of participants to achieve an average overall score for the school.

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Average Schoolwide Overall Scores

	Name	Goals I	Assess- ment II	Instr. Prac. III	Instr. Time IV	Grouping V	Admin. VI	Prof. Dev. VII
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
Total								
Mean								
Points Possible		14	20	22	14	10	12	8
Percentage of Total Points								

Planning and Evaluation Tool for Effective Schoolwide Reading Programs

Narrative Summary

1. Based on the schoolwide summary scores for each element and the average total schoolwide score, identify the areas of strength. Strengths may be based on elements or on specific items within elements.

2. List each element and specific items within each element that are in need of further development.

15

Institute on Beginning (IBR)
Reading Action Plan
(RAP)
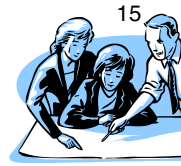
_____   _____
Name of School, District   City, State

<div style="background:black;color:white">Reading Goals and Priorities</div>

1. What: _____

_____

Who: _____

When: _____

2. What: _____

_____

Who: _____

When: _____

3. What: _____

_____

Who: _____

When: _____

Committee Members

_____   _____   _____

_____   _____   _____

Adopted by School Staff on: _____
Date

Appendix A

ANSWER KEY–COACHING OR COASTING?

Appendix A

ANSWER KEY–COACHING OR COASTING?

1. b

2. b

3. a

4. b

5. b

6. a

7. a

8. b

Appendix B

Appendix B

ANSWER KEY–FIVE ESSENTIAL READING COMPONENTS SURVEY

1.   c

2.   c

3.   d

4.   b

5.   b

6.   c

7.   a

8.   b

9.   d

10.   c

11.   c

12.   a

Appendix C

A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis

Institute for the Development of Educational Achievement
College of Education, University of Oregon

A Consumer's Guide to Evaluating a Core Reading Program
Grades K-3: A Critical Elements Analysis
March 2003

Deborah C. Simmons, Ph. D.
Edward J. Kame'enui, Ph. D.

The selection and adoption of an effective, research-based core reading program in the primary grades is a critical step in the development of an effective schoolwide reading initiative. The investment in identifying a core program that aligns with research and fits the needs of learners in your school will reap long-term benefits for children's reading acquisition and development.

A critical review of reading programs requires objective and in-depth analysis. For these reasons, we offer the following recommendations and procedures for analyzing critical elements of programs. First, we address questions regarding the importance and process of a core program. Following, we specify the criteria for program evaluation organized by grade level and reading dimensions. Further, we offer guidelines regarding instructional time, differentiated instruction, and assessment. We trust you will find these guidelines useful and usable in this significant professional process.

1. What is a core reading program?

A core reading program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district.

Historically, core-reading programs have been referred to as basal reading programs in that they serve as the "base" for reading instruction. Adoption of a core does not imply that other materials and strategies are not used to provide a rich, comprehensive program of instruction. The core program, however, should serve as the primary reading program for the school and the expectation is that all teachers within and between the primary grades will use the core program as the base of reading instruction. Such programs may or may not be commercial textbook series.

2. Why adopt a core reading program?

In a recent document entitled "Teaching Reading is Rocket Science," Louisa Moats (1999) revealed and articulated the complexities of carefully designed and implemented reading instruction. Teaching reading is far more complex than most professionals and laypersons realize. The demands of the phonologic, alphabetic, semantic, and syntactic systems of written

language require a careful schedule and sequence of prioritized objectives, explicit strategies, and scaffolds that support students' initial learning and transfer of knowledge and skills to other contexts. The requirements of curriculum construction and instructional design that effectively move children through the "learning to read" stage to the "reading to learn" stage are simply <u>too important to leave to the judgment of individuals</u>. The better the core addresses instructional priorities, the less teachers will need to supplement and modify instruction for the majority of learners.

3. What process should be used to select a core reading program?

Ideally, every teacher involved in reading instruction would be involved in the review and selection of the core reading program. Realistically, a grade-level representative may be responsible for the initial review and reduce the "possible" options to a reasonable number. At minimum, we recommend that grade-level representatives use the criteria that follow and then share those findings with grade-level teams.

Schools often ask whether the adoption should be K-6 or whether a K-3/4-6 adoption is advisable. Ideally, there would be consensus across grades K-6; however, it is imperative to give priority to how children are taught to learn to read. Therefore, kindergarten and first grades are critical grades and should be weighted heavily in adoption decisions. This may entail a different adoption for grades 4-6.

4. What criteria should be used to select a core reading program?

A converging body of scientific evidence is available and accessible to guide the development of primary-grade reading programs. We know from research the critical skills and strategies that children must acquire in order to become successful readers by grade 3 (National Reading Panel, 2000, National Research Council, 1998; NICHD, 1996, Simmons & Kameenui, 1998). Following, we specify criteria for reviewing critical elements of reading organized by grade.

Stage I: Is There Trustworthy Evidence of Program Efficacy?

Prior scientific studies of program efficacy should be a first-level criterion to identify the pool of possible core programs. Your review of programs should answer the following questions:

_____ 1. Does the program have evidence of efficacy established through carefully designed experimental studies?

_____ 2. Does the program reflect current and confirmed research in reading?

_____ 3. Does the program provide explicit, systematic instruction in the primary grades (K-3) in the following dimensions:

      phonemic awareness (grades K-1)
      phonics/decoding
      vocabulary
      comprehension (listening and reading)

_____ 4. Was the program tested in schools and classrooms with similar demographic and learner profiles as your school?

If the answers to questions 1-4 are yes, you have evidence to indicate that if adopted and implemented faithfully, there is high probability the program will be effective.

If you can narrow your selection to programs with trustworthy evidence, proceed to Stage II for more comprehensive analysis.

Your review of programs may yield those that lack prior evidence of efficacy but that have components based on research. A lack of program efficacy should not exclude a program from consideration. Your analysis of critical elements, however, assumes greater importance.

A new generation of reading programs is currently finding its way into the market place; a generation of programs that holds great promise yet lack evidence of efficacy. New programs often do not have adequate levels of evidence because large-scale, longitudinal evidence is costly and difficult to obtain. If programs lack established program efficacy, evaluate the program carefully and thoroughly according to following elements described in this guide.

**Stage II: A Consumer's Guide to Selecting a Core Program:
A Critical Elements Analysis**

A key assumption of a core program is that it will (a) address all grade-level standards and (b) ensure that high priority standards are taught in sufficient depth, breadth, and quality that all learners will achieve or exceed expected levels of proficiency. All standards are not equally important. Our critical elements analysis focuses on those skills and strategies essential for early reading.

General Review Process

1. Scope of Review and Prioritization of Items

Review each critical element for each grade. Items within each critical element have been prioritized as either High Priority or Discretionary. High Priority items are considered essential to the review. Discretionary items should be reviewed but do not carry as much weight in the overall analysis.

2. Type of Review and Sampling Procedure

To gain a representative sample of the program, we recommend the following strategies:

(a) Within lesson procedure (W) involves identifying the first day (lesson) in which a critical skill (e.g., letter sound correspondence, word reading) is introduced and following that skill over a sequence of 2-3 days. Then, repeating the process to document evidence at two other points in time (e.g., middle/end of program).

(b) Scope and sequence procedure (SS) involves using the scope and sequence to identify the initial instruction on a skill and analyze how instruction progresses over time. Document progression in the evidence columns.

(c) Skills trace procedure (ST) will be used for selected skills. (See attached description of the procedure.)

3. Documenting Evidence

On the review forms there is space to document specific information. Example information may include lesson number, particular skill/strategy introduced, etc.

4. Calculating Scores and Summarizing Findings

Criteria are calculated at the Critical Element level by grade and across Critical Elements by grade level. At the end of each critical element, tally the number of consistently, partially, and does not satisfy criterion scores. At the end of the analysis, summarize your tallies by High Priority and Discretionary items.

5. Grade Level Design Features Analysis

At the end of each grade, there are 4-6 overarching items to assess the design, coherence, and systematic nature of instruction across lessons in the program. These items are intended to provide a big picture analysis.

Use the following criteria for each critical element:

● =   Element consistently meets/exceeds criterion.

◉ =   Element partially meets/exceeds criterion.

○ =   Element does not satisfy criterion.

When evaluating individual elements, slash (/) the respective circle that represents your rating (e.g., ⏀).

Type of Review

1. *(w)* = Within a sequence of lessons. A specified element is best analyzed by reviewing a particular lesson or a series of 2-3 successive lessons.

2. *(ss)* = Scope and sequence. A specified element is best analyzed by reviewing the program's scope and sequence.

3. *(st)* = Skills trace. A specified element is best analyzed by completing a skills trace over a series of 10 consecutive lessions.

Program Name: _____   **Date of Publication:** _____

Publisher: _____   **Reviewer Code:** _____

1. _____ The program meets the following criteria for a comprehensive/core program and will be evaluated using the <u>Consumer's Guide</u>.

    _____ Includes comprehensive materials for grades K-3.

    _____ Provides instruction in each of the critical elements.

        _____ phonemic awareness

        _____ phonics

        _____ fluency

        _____ vocabulary

        _____ comprehension

2. _____ The program does not meet the following criteria for a comprehensive/core program and will be evaluated using the <u>Consumer's Guide</u> (select all that apply).

    _____ Includes comprehensive materials for grades K-3.

    _____ Provides instruction in each of the critical elements.

        _____ phonemic awareness

        _____ phonics

        _____ fluency

        _____ vocabulary

        _____ comprehension

3. _____ The program meets criteria for a supplemental or intervention program and will be reviewed for that purpose.

    _____ Provides targeted instruction on specific skill (select all that apply).

        _____ phonemic awareness

        _____ phonics

        _____ fluency

        _____ vocabulary

        _____ comprehension

    _____ Specify for which Grade/Age the program is appropriate.

Phonemic Awareness *is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.*

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● **◎** ○	1. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). *(ss)*			
● **◎** ○	2. Teaches skills explicitly and systematically *(w)*.			
● **◎** ○	3. Models phonemic awareness tasks and responses orally and follows with students' production of the task. *(w)*			
● **◎** ○	4. Integrates letter-sound correspondence instruction to phonological awareness. *(w)* [NRP, pg. 2-41]			
● **◎** ○	5. Focuses on segmentation or the combination of blending and segmenting for greatest transfer. *(ss)* [NRP, pg. 2-41]			

*Table title: **High Priority Items — Phonemic Awareness Instruction***

Kindergarten Phonemic Awareness Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◎ _____ ○

Rating	Criterion
● ◉ ○	1. Focuses beginning instruction on the phonemic level of phonological units with short words (two to three phonemes; e.g., *at, mud, run*).
● ◉ ○	2. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next.
● ◉ ○	3. Focuses first on the initial sound (*s<u>a</u>t*), then on the final sound (*s<u>a</u>t*), and lastly on the medial sound (*s<u>a</u>t*) in words.
● ◉ ○	4. Provides brief instructional sessions. (Significant gains in phonemic awareness are often made in 15 to 20 minutes of daily instruction and practice over a period of 9 to 12 weeks.) [NRP 5-15 hrs total, pg. 2-41]

Discretionary Items — Phonemic Awareness Instruction

Kindergarten Phonemic Awareness Instruction — Discretionary

Tally the number of elements with each rating.   —— ● —— ◉ —— ○

Phonics *is the ability to recognize words accurately, fluently, and independently is fundamental to reading in an alphabetic writing system. For kindergarten students, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important* nondecodable *words*. [NRP, pg. 2-41; pg. 2-93]

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). ***(ss)***			
● ◉ ○	2. Explicitly models the sound of letter prior to student practice and assessment. ***(w)***			
● ◉ ○	3. Incorporates frequent and cumulative review of taught letter sounds to automaticity. ***(st)***			

*Table header: **High Priority Items —!Letter-Sound Association Instruction***

Kindergarten Letter-Sound Association Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Discretionary Items —!Letter-Sound Association Instruction	
Rating	Criterion
● ◉ ○	1. Sequences the introduction of letter sounds in ways that minimize confusion (e.g., sequence /p/, /b/, /v/; /e/, /i/).
● ◉ ○	2. Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to segment and blend words.

Kindergarten Letter-Sound Association Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	High Priority Items — Decoding Instruction			
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	1. Provides explicit strategy for blending words. *(w)* [NRP, pg. 2-96]			
● ○ ○	2. Provides multiple opportunities within lessons for students to blend and read words. *(w)*			
● ○ ○	3. Provides sufficient guided practice in decodable word lists and short, controlled connected text. *(w)* and *(ss)*			
● ○ ○	4. Introduces regular word types (CV or CVC) first in the sequence. *(ss)*			
● ○ ○	5. Introduces regular words for which students know all letter sounds. *(ss)*			

Kindergarten Decoding Instruction — High Priority

Tally the number of elements with each rating.   _____ ●   _____ ○   _____ ○

High Priority Items — Irregular Words Instruction			
Rating	Criterion	Evidence		

Rating	Criterion	Initial Instruction	Week _____	Week _____
● ◉ ○	1. Introduces words of high utility (e.g., I, have, etc.) with ample practice for automaticity. *(w)* and *(st)*			

Kindergarten Irregular Words Instruction — High Priority

Tally the number of elements with each rating.

_____ ● _____ ◉ _____ ○

Discretionary Items —!Irregular Words Instruction	
Rating	Criterion
● ◉ ○	1. Limits # of words introduced within a lesson.
● ◉ ○	2. Separates highly similar words (e.g., was/saw).

Kindergarten Irregular Words Instruction — Discretionary

Tally the number of elements with each rating.

_____ ● _____ ◉ _____ ○

Vocabulary *refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.*

		High Priority Items — Vocabulary Instruction		
Rating	**Criterion**	**Evidence**		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Provides direct instruction of specific concepts and vocabulary. *(w)*			
● ◉ ○	2. Provides repeated and multiple exposures to critical vocabulary. *(w)* and *(st)*			
● ◉ ○	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. *(w)*			

Kindergarten Vocabulary Instruction— High Priority

Tally the number of elements with each rating.

_____ ● _____ ◉ _____ ○

	Discretionary Items —!Vocabulary Instruction
Rating	**Criterion**
● ◉ ○	1. Reviews previously introduced words cumulatively.
● ◉ ○	2. Provides opportunity for daily listening, speaking, and language experience.
● ◉ ○	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

Kindergarten Vocabulary Instruction— Discretionary

Tally the number of elements with each rating.

_____ ● _____ ◉ _____ ○

Listening Comprehension: *The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension. Because many kindergarten children cannot yet read stories, it is imperative that they have frequent and rich opportunities to listen to and discuss stories and informational text that will extend their current understandings and vocabulary knowledge.* [NRP, pg. 2-97]

		High Priority Items — Listening Comprehension		
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Models and systematically reviews critical comprehension strategies. *(st)* [NRP, pg. 4-126; pp 4-100] • Literal comprehension • Retelling			
● ◉ ○	2. Models and guides the students through story structure (e.g., setting _____), thinking out loud as the elements are being identified. *(w)* [NRP, pg. 4-100]			
● ◉ ○	3. Strategically selects and reinforces critical vocabulary during story reading (connects with background knowledge and examples). *(w)* and *(ss)*			
● ◉ ○	4. Provides plentiful opportunities to listen to and explore narrative and expository text forms and to engage in interactive discussion of the messages and meanings of the text. *(ss)* [NRP, pp 4-109]			

Kindergarten Listening Comprehension — High Priority

Tally the number of elements with each rating.

_____ ● _____ ◉ _____ ○

Discretionary Items —!Listening Comprehension	
Rating	Criterion
● ◉ ○	1. Focuses on only a few important elements and introduces additional elements when the students can reliably identify those previously taught. [NRP, pg. 4-100]
● ◉ ○	2. Models multiple examples and provides extensive guided practice in listening-comprehension strategies. [NRP, pg. 4-107]
● ◉ ○	3. Inserts questions at strategic intervals to reduce the memory load for learners when introducing strategies in stories. (For example, have students retell the important events after each page rather than wait for the end of the story.) [NRP, pg. 4-110; pg. 4-111]

Kindergarten Listening Comprehension — Discretionary

Tally the number of elements with each rating.   _____● _____◉ _____○

Summary of Kindergarten Ratings

High Priority Items	
Phonemic Awareness Instruction (5)	___● ___◉ ___○
Letter-Sound Association Instruction (3)	___● ___◉ ___○
Decoding Instruction (5)	___● ___◉ ___○
Irregular Words Instruction (1)	___● ___◉ ___○
Vocabulary Instruction (3)	___● ___◉ ___○
Listening Comprehension Instruction (4)	___● ___◉ ___○

Discretionary Items	
Phonemic Awareness Instruction (4)	___● ___◉ ___○
Letter-Sound Association Instruction (2)	___● ___◉ ___○
Decoding Instruction (0)	___● ___◉ ___○
Irregular Words Instruction (2)	___● ___◉ ___○
Vocabulary Instruction (3)	___● ___◉ ___○
Listening Comprehension Instruction (3)	___● ___◉ ___○

Kindergarten High Priority Totals	___● ___◉ ___○

Kindergarten Discretionary Totals	___● ___◉ ___○

	Kindergarten Design Features
● ◗ ○	1. Coordinates and integrates <u>phonemic awareness</u> and <u>phonics</u> instruction and student materials.
● ◗ ○	2. Provides ample practice on high-priority skills.
● ◗ ○	3. Provides explicit and systematic instruction.
● ◗ ○	4. Includes systematic and cumulative review of high priority skills.
● ◗ ○	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	**Evidence of Insufficient Instructional Quality (specify elements)**

Additional Comments

Phonemic Awareness *is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.*

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Allocates appropriate amount of daily time to blending, segmenting, and manipulating tasks until proficient. *(w)* [NRP, pg. 2-41]			
● ◉ ○	2. Incorporates letters into phonemic awareness activities. *(w)* [NRP, pg. 2-41]			

High Priority Items — Phonemic Awareness Instruction

First Grade Phonemic Awareness Instruction — High Priority

Tally the number of elements with each rating.

_____ ● _____ ◉ _____ ○

Rating	Criterion
● ◉ ○	1. Analyzes words at the phoneme level (i.e., working with individual sounds within words).
● ◉ ○	2. Works with phonemes in all position in words (initial, final, medial).
● ◉ ○	3. Progresses from identifying or distinguishing the positions of sounds in words to producing the sound and adding, deleting, and changing selected sounds.
● ◉ ○	4. Works with increasingly longer words (three to four phonemes).
● ◉ ○	5. Expands beyond consonant-vowel-consonant words (e.g., *sun*) to more complex phonemic structures (consonant blends).

Discretionary Items — Phonemic Awareness Instruction

First Grade Phonemic Awareness Instruction — Discretionary

Tally the number of elements with each rating.

_____ ● _____ ◉ _____ ○

High Priority Items — Phonics Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Progresses <u>systematically</u> from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words. *(ss)* [NRP, pg. 2-132]			
● ◉ ○	2. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words). *(w)* and *(ss)*			
● ◉ ○	3. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. *(w)*			
● ◉ ○	4. Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences. *(w)* and *(ss)* [NRP, pg. 3-28]			

High Priority Items — Phonics Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	5. Uses decodable text based on specific phonics lessons in the early part of the first grade as an intervening step between explicit skill acquisition and the students' ability to read quality trade books. Decodable texts should contain the phonics elements and sight words that students have been taught. *(w)* and *(ss)*			

First Grade Phonics Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Discretionary Items — Phonics Instruction	
Rating	Criterion
● ◉ ○	1. Provides integrated proactive instruction and practice in words that students first read, spell, and write.
● ◉ ○	2. Sequences words strategically to incorporate known letters or letter-sound combinations. [NRP, pg. 2-132]
● ◉ ○	3. Begins instruction in word families and word patterns (i.e., reading orthographic units of text, such as *at, sat, fat, rat*) <u>after</u> students have learned the letter-sound correspondences in the unit. [NRP, pg. 2-132]
● ◉ ○	4. Teaches students to process larger, highly represented patterns to increase fluency in word recognition.

First Grade Phonics Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	High Priority Items — Irregular Words Instruction			
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Selects words of high utility with ample practice for automaticity. *(st)*			
● ◉ ○	2. Controls the number of irregular words introduced at one time. *(w)*			

First Grade Irregular Words Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	Discretionary Items — Irregular Words Instruction
Rating	Criterion
● ◉ ○	1. Strategically separates high-frequency words (e.g., *was, saw; them, they, there*), that are often confused by students.
● ◉ ○	2. Points out irregularities while focusing student attention on all letters in the word.

First Grade Irregular Words Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	High Priority Items — Connected Text and Fluency Instruction			
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Introduces passage reading soon after students can read a sufficient number of words accurately. *(w)*			
● ◉ ○	2. Contains regular words comprised of letter-sounds and words types that have been taught. *(w)* and *(ss)*			
● ◉ ○	3. Contains only high-frequency irregular words that have been previously taught. *(ss)*			
● ◉ ○	4. Uses initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). *(w)*			
● ◉ ○	5. Builds toward a 60 word per minute fluency goal by end of grade. *(ss)* [NRP, pg. 3-4]			

High Priority Items — Connected Text and Fluency Instruction

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	6. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. *(w)* and *(ss)* [NRP, pg. 3-28]			

First Grade Connected Text & Fluency Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Discretionary Items — Connected Text and Fluency Instruction

Rating	Criterion
● ◉ ○	1. Teaches explicit strategy to move from reading words in lists to reading words in sentences and passages.
● ◉ ○	2. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-28; pg. 3-15]

First Grade Connected Text & Fluency Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

High Priority Items — Vocabulary Instruction

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Provides direct instruction of specific concepts and vocabulary. *(w)*			
● ◉ ○	2. Provides repeated and multiple exposures to critical vocabulary. *(w)* and *(st)*			
● ◉ ○	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. *(w)*			

First Grade Vocabulary Instruction— High Priority

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Discretionary Items —!Vocabulary Instruction

Rating	Criterion
● ◉ ○	1. Reviews previously introduced words cumulatively.
● ◉ ○	2. Provides opportunity for daily listening, speaking, and language experience.
● ◉ ○	3. Incorporates exposure to a broad and diverse vocabulary through listening to a wide range of stories and informational texts.

First Grade Vocabulary Instruction— Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	High Priority Items —Reading Comprehension Instruction			
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Guides students through sample text in which teachers think out loud as they identify the components of story structure. *(w)* [NRP, pg. 4-122]			
● ◉ ○	2. Provides plentiful opportunities to listen to and explore narrative and expository text forms and to engage in interactive discussion of the messages and meanings of the text. *(ss)* [NRP, pg. 4-109]			
● ◉ ○	3. Explicitly teaches critical comprehension strategy (e.g., main idea, literal, inferential, retell, prediction). *(w)* and *(ss)*			

First Grade Reading Comprehension Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Rating	Criterion
● ◉ ○	1. The text for initial instruction in comprehension: **-**begins with text units appropriate for the learner **-**uses familiar vocabulary **-**activates prior knowledge [NRP, pg. 4-108] **-**uses simple sentences **-**begins with short passages to reduce the memory load for learners
● ◉ ○	2. Introduces text where the structure of text is explicit (beginning, middle, and end being obvious). [NRP, pg. 4-112]
● ◉ ○	3. Has students discuss the story structure orally and make comparisons with other stories. [NRP, pg. 4-100]

Discretionary Items — Reading Comprehension Instruction

First Grade Reading Comprehension Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Summary of First Grade Ratings

High Priority Items	
Phonemic Awareness Instruction (2)	___ ● ___ ◉ ___ ○
Phonics Instruction (5)	___ ● ___ ◉ ___ ○
Irregular Words Instruction (2)	___ ● ___ ◉ ___ ○
Connected Text and Fluency Instruction (6)	___ ● ___ ◉ ___ ○
Vocabulary Development (3)	___ ● ___ ◉ ___ ○
Reading Comprehension Instruction (3)	___ ● ___ ◉ ___ ○

Discretionary Items	
Phonemic Awareness Instruction (5)	___ ● ___ ◉ ___ ○
Phonics Instruction (4)	___ ● ___ ◉ ___ ○
Irregular Words Instruction (2)	___ ● ___ ◉ ___ ○
Connected Text and Fluency Instruction (2)	___ ● ___ ◉ ___ ○
Vocabulary Development (3)	___ ● ___ ◉ ___ ○
Reading Comprehension Instruction (3)	___ ● ___ ◉ ___ ○

First Grade High Priority Totals	___ ● ___ ◉ ___ ○

First Grade Discretionary Totals	___ ● ___ ◉ ___ ○

	First Grade Design Features
● ◐ ○	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● ◐ ○	2. Provides ample practice on high-priority skills.
● ◐ ○	3. Provides explicit and systematic instruction.
● ◐ ○	4. Includes systematic and cumulative review of high priority skills.
● ◐ ○	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	**Evidence of Insufficient Instructional Quality (specify elements)**

Additional Comments

Phonics *is the ability to recognize words accurately, fluently, and independently is fundamental to reading in an alphabetic writing system. For kindergarten students, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words. [NRP, pg. 2-41; pg. 2-93]*

		High Priority Items — Phonics Instruction		
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and applies to other program materials (e.g., trade books, anthologies) when students are proficient. *(w)* and *(ss)* [NRP pg. 2-13]			
● ◉ ○	2. Provides teacher guided practice in word lists and controlled contexts in which students can apply newly learned skills successfully. *(w)*			
● ◉ ○	3. Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts. *(w)*			

Second Grade Phonics Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	Discretionary Items — Phonics Instruction
Rating	Criterion
● ◉ ○	1. Avoids assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, models each of the fundamental stages of blending the word and then reading the whole word.
● ◉ ○	2. Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for *oo* simultaneously; separates *ai, au*).
● ◉ ○	3. Ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., *ill, ap, ing*).
● ◉ ○	4. Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success. [NRP, pg. 3-28; 3-15]
● ◉ ○	5. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters onto print.
● ◉ ○	6. Makes clear the connections between decoding (symbol to sound) and spelling (sound to symbol).

Second Grade Phonics Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	High Priority Items — Irregular Words Instruction			
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. *(ss)*			

Second Grade Irregular Words Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	Discretionary Items — Irregular Words Instruction
Rating	Criterion
● ◉ ○	1. Sequences high-frequency irregular words to avoid potential confusion. For example, high-frequency words that are often confused by students should be strategically separated for initial instruction.
● ◉ ○	2. Limits the number of sight words introduced at one time.
● ◉ ○	3. Preteaches the sight words prior to reading connected text.
● ◉ ○	4. Provides a cumulative review of important high-frequency sight words as part of daily reading instruction.

Second Grade Irregular Words Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

High Priority Items — Vocabulary Instruction

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◐ ○	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. *(w)* [NRP, pg. 4-4]			
● ◐ ○	2. Provides repeated and multiple exposures to critical vocabulary. *(w)* and *(st)* [NRP, pg. 4-4]			

Second Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◐ _____ ○

Discretionary Items — Vocabulary Instruction

Rating	Criterion
● ◐ ○	1. Variety of methods [NRP, pg. 4-4]
● ◐ ○	2. Incorporates exposure to a broad and diverse vocabulary through listening to an reading stories and informational texts. [NRP, pg. 4-4]
● ◐ ○	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. [NRP, pg. 4-4]
● ◐ ○	4. Reviews previously introduced words cumulatively. [NRP, pg. 4-4]
● ◐ ○	5. Teaches strategy for word meanings based on meaning of prefixes and suffixes.
● ◐ ○	6. Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
● ◐ ○	7. Illustrates the prefix or suffix with multiple examples.

	Discretionary Items — Vocabulary Instruction
Rating	Criterion
● ◉ ○	8. Restructuring of vocabulary tasks for at-risk, low achieving students.
● ◉ ○	9. Uses examples when the roots are familiar to students (e.g., *remake* and *replay* as opposed to *record* and *recode*.)
● ◉ ○	10. Separates prefixes that appear similar in initial instructional sequences (e.g., *pre, pro*).

Second Grade Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

		Evidence		
Rating	Criterion	Initial Instruction	Week _____	Week _____
● ◉ ○	1. Contains regular words comprised of phonic elements and word types that have been introduced. *(ss)*			
● ◉ ○	2. Selects majority of high frequency irregular words from list of commonly used words in English. *(ss)*			
● ◉ ○	3. Builds toward a 90 word-per-minute fluency goal by end of grade 2. Assesses fluency regularly. *(ss)* [NRP, pg. 3-4]			

High Priority Items — Passage Reading - Fluency Instruction

Second Grade Passage Reading - Fluency Instruction — High Priority

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Discretionary Items — Passage Reading - Fluency Instruction	
Rating	Criterion
● ◉ ○	1. Contains only irregular words that have been previously taught.
● ◉ ○	2. Introduces repeated readings after students read words in passages accurately. [NRP, pg. 3-28; 3-15]
● ◉ ○	3. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP, pg. 3-28]

Second Grade Passage Reading - Fluency Instruction — Discretionary

Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	High Priority Items —Reading Comprehension Instruction			
Rating	**Criterion**	**Evidence**		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Teaches conventions of informational text (e.g., titles, chapter headings) to locate important information. *(w)* and *(ss)*			
● ◉ ○	2. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. *(w)* and *(ss)*			
● ◉ ○	3. Teaches or activates prior knowledge to increase a student's understanding of what is read. [NRP, pg. 4-108] *(w)*			
● ◉ ○	4. Teaches skill or strategy (e.g., comprehension monitoring, summarizing) explicitly with the aid of carefully designed examples and practice. *(w)* and *(ss)* [NRP, pg. 4-108]			
● ◉ ○	5. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. *(st)*			

High Priority Items — Reading Comprehension Instruction			
● ◉ ○ 6. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. *(w)* [NRP, pg. 4-112]			

Second Grade Reading Comprehension Instruction — Discretionary

Tally the number of elements with each rating. _____ ● _____ ◉ _____ ○

Discretionary Items — Reading Comprehension Instruction	
Rating	Criterion
● ◉ ○	1. Teaches narrative and informational text.
● ◉ ○	2. Organizes instruction in a coherent structure.
● ◉ ○	3. Connects previously taught skills and strategies with new content and text. [NRP, 4-107]
● ◉ ○	4. Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year. [NRP, 4-107]
● ◉ ○	5. Teaches analyzing elements of narrative text and comparing and contrasting elements within and among texts.
● ◉ ○	6. Uses graphic organizers on the content of passages.

Second Grade Reading Comprehension Instruction — Discretionary

Tally the number of elements with each rating. _____ ● _____ ◉ _____ ○

Summary of Second Grade Ratings

High Priority Items			
Phonics Instruction (3)	___ ●	___ ◉	___ ○
Irregular Words Instruction (1)	___ ●	___ ◉	___ ○
Vocabulary Instruction (2)	___ ●	___ ◉	___ ○
Passage Reading - Fluency Instruction (3)	___ ●	___ ◉	___ ○
Reading Comprehension Instruction (6)	___ ●	___ ◉	___ ○

Discretionary Items			
Phonics Instruction (6)	___ ●	___ ◉	___ ○
Irregular Words Instruction (4)	___ ●	___ ◉	___ ○
Vocabulary Instruction (10)	___ ●	___ ◉	___ ○
Passage Reading - Fluency Instruction (3)	___ ●	___ ◉	___ ○
Reading Comprehension Instruction (6)	___ ●	___ ◉	___ ○

Second Grade High Priority Totals	___ ● ___ ◉ ___ ○

Second Grade Discretionary Totals	___ ● ___ ◉ ___ ○

Second Grade Design Features	
● ◉ ○	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● ◉ ○	2. Provides ample practice on high-priority skills.
● ◉ ○	3. Provides explicit and systematic instruction.
● ◉ ○	4. Includes systematic and cumulative review of high priority skills.
● ◉ ○	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	**Evidence of Insufficient Instructional Quality (specify elements)**

Additional Comments

	High Priority Items — Decoding and Word Recognition Instruction [Systematic NRP, pg. 2-132]			

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● **O** ○	1. Teaches strategies to decode multisyllabic words using the structural features of such word parts as affixes (e.g., *pre-*, *mis-,-tion*) to aid in word recognition. *(w)*			
● **O** ○	2. Emphasizes reading harder and bigger words (i.e., multisyllabic words) and reading all words more fluently. *(ss)*			

Third Grade Decoding and Word Recognition Instruction — High Priority

Tally the number of elements with each rating.   ____ ● ____ **O** ____ ○

Discretionary Items — Decoding and Word Recognition Instruction	
Rating	Criterion
● O ○	1. Separates word parts that are highly similar (e.g., *ight* and *aight*).
● O ○	2. Introduces word parts that occur with high frequency over those that occur in only a few words.
● O ○	3. Teaches the word parts first and then incorporates the words into sentences and connected text.
● O ○	4. Extends instruction to orthographically larger and more complex units (e.g., *ight, aught, own*).
● O ○	5. Provides explicit explanations, including modeling, "Think-alouds," guided practice, and the gradual transfer of responsibility to students.
● O ○	6. Relies on examples more than abstract rules. (Begin with familiar words. Show "nonexamples." Use word parts rather than have students search for little words within a word. *Examples*: depart, report.)
● O ○	7. Makes clear the limitations of structural analysis.
● O ○	8. Uses extended text in opportunities for application.

Third Grade Decoding and Word Recognition Instruction — Discretionary

Tally the number of elements with each rating.

_____ ● _____ O _____ ○

	High Priority Items — Vocabulary Instruction			
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Teaches strategies to use context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. *(w)*			
● ◉ ○	2. Repeated and multiple exposures to vocabulary. *st))* [NRP, pg. 4-4]			
● ◉ ○	3. Emphasizes direct instruction in specific concepts and vocabulary essential to understanding text. *(w)*			
● ◉ ○	4. Provides exposure to a broad and diverse vocabulary through listening to and reading stories. *(ss)* [NRP, pg. 4-4]			
● ◉ ○	5. Variety of methods; variety of contexts. *(ss)* [NRP, pg. 4-4]			

Third Grade Vocabulary Instruction — High Priority

Tally the number of elements with each rating.

_____ ● _____ ◉ _____ ○

	Discretionary Items — Vocabulary Instruction	
Rating		Criterion
● O ○		1. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
● O ○		2. Restructuring of vocabulary tasks for at-risk, low achievers.
● O ○		3. Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms: (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.

Third Grade Vocabulary Instruction — Discretionary

Tally the number of elements with each rating.　　　　_____●_____O_____○

High Priority Items — Passage Reading - Fluency Instruction

Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● O ○	1. Contains only words comprised of phonic elements and word types that have been introduced. *(w)* and *(ss)*			
● O ○	2. Builds toward a 120 word-per-minute fluency goal by end of grade 3. Assess fluency regularly. *(ss)* [NRP, pg. 3-28]			
● O ○	3. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. *(w)* [NRP, pg. 3-28]			

Third Grade Passage Reading - Fluency Instruction — High Priority

Tally the number of elements with each rating. _____ ● _____ O _____ ○

Discretionary Items — Passage Reading - Fluency Instruction

Rating	Criterion
● O ○	1. Contains only irregular words that have been previously taught.
● O ○	2. Selects majority of high frequency irregular words from list of commonly used words in English.
● O ○	3. Introduces repeated readings after students read words in passages accurately. [NRP, pg. 3-28; 3-15]

Third Grade Passage Reading - Fluency Instruction — Discretionary

Tally the number of elements with each rating. _____ ● _____ O _____ ○

	High Priority Items —Reading Comprehension Instruction			
Rating	**Criterion**	**Evidence**		
		Initial Instruction	Week _____	Week _____
● ◉ ○	1. Teaches background information and/or activates prior knowledge. *(w)* [NRP, pg. 4-108]			
● ◉ ○	2. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. *(w)*			
● ◉ ○	3. Uses known or taught vocabulary and passages at appropriate readability levels for learners. *(w)*			
● ◉ ○	4. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. *(w)* and *(st)*			
● ◉ ○	5. Connects previously taught skills and strategies with new content and text. *(w)* and *(ss)* [NRP, pg. 4-107]			
● ◉ ○	6. Cumulatively builds a repertoire of multiple strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year. *(w)* and *(ss)* [NRP. pg. 4-107]			

	High Priority Items —Reading Comprehension Instruction			
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ◉ ○	7. Explicitly teaches comprehension strategies with the aid of carefully designed examples and practice (e.g., comprehension monitoring, mental imagery, question generation, question answering, story structure, summarization). *(w)* [NRP. pg. 4-100 to 4-113]			

Third Grade Reading Comprehension Instruction — High Priority
Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

	Discretionary Items — Reading Comprehension Instruction
Rating	Criterion
● ◉ ○	1. Provides cooperative learning activities that parallel requirements of instruction.
● ◉ ○	2. Begins with linguistic units appropriate to the learner; for example, uses pictures and a set of individual sentences before presenting paragraph or passage-level text to help students learn the concept of main idea.
● ◉ ○	3. Uses familiar, simple syntactical structures and sentence types.
● ◉ ○	4. Progresses to more complex structures in which main ideas are not explicit and passages are longer.

Third Grade Reading Comprehension Instruction — Discretionary
Tally the number of elements with each rating.   _____ ● _____ ◉ _____ ○

Summary of Third Grade Ratings

High Priority Items	
Decoding and Word Recognition Instruction (1)	___ ● ___ ○ ___ ○
Vocabulary Instruction (4)	___ ● ___ ○ ___ ○
Passage Reading - Fluency Instruction (3)	___ ● ___ ○ ___ ○
Reading Comprehension Instruction (7)	___ ● ___ ○ ___ ○

Discretionary Items	
Decoding and Word Recognition Instruction (8)	___ ● ___ ○ ___ ○
Vocabulary Instruction (3)	___ ● ___ ○ ___ ○
Passage Reading - Fluency Instruction (3)	___ ● ___ ○ ___ ○
Reading Comprehension Instruction (4)	___ ● ___ ○ ___ ○

Third Grade High Priority Totals	___ ● ___ ○ ___ ○

Third Grade Discretionary Totals	___ ● ___ ○ ___ ○

Third Grade Design Features	
● ○ ○	1. Aligns and coordinates the words used in phonics/word recognition activities with those used in fluency building.
● ○ ○	2. Provides ample practice on high-priority skills.
● ○ ○	3. Provides explicit and systematic instruction.
● ○ ○	4. Includes systematic and cumulative review of high priority skills.
● ○ ○	5. Demonstrates and builds relationships between fundamental skills leading to higher order skills.

SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	**Evidence of Insufficient Instructional Quality (specify elements)**

SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	**Evidence of Insufficient Instructional Quality (specify elements)**

Additional Comments

Additional Comments

Overall Assessment of Instructional Sufficiency by Critical Element and Grade

PROGRAM NAME: _____

Critical Element	Kindergarten		First Grade	
	High Priority Items	**Discretionary Items**	**High Priority Items**	**Discretionary Items**
Phonemic Awareness	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○
Phonics	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○
Fluency	N/A	N/A	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○
Vocabulary	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○
Comprehension	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○
Critical Element	**Second Grade**		**Third Grade**	
	High Priority Items	**Discretionary Items**	**High Priority Items**	**Discretionary Items**
Phonemic Awareness	N/A	N/A	N/A	N/A
Phonics	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○
Fluency	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○
Vocabulary	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○
Comprehension	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○	___ ● ___ ◉ ___ ○

<u>Use the following criteria for each critical element</u>:

● = Element meets/exceeds criterion;   ◉ = Element partially meets/exceeds criterion;   ○ = Element does not satisfy criterion.

Appendix D

A Consumer's Guide to Evaluating Supplemental and Intervention Reading Programs Grades K-3: A Critical Elements Analysis

A Consumer's Guide to Evaluating

Supplemental and Intervention Reading Programs
Grades K-3: A Critical Elements Analysis

Deborah C. Simmons, Ph. D., Edward J. Kame'enui, Ph. D.,

Carrie Thomas Beck, Ph.D., Nicole Sherman Brewer, and Hank Fien

Oregon Reading First Center, College of Education, University of Oregon

Current Working Version

The selection and adoption of effective, research-based supplemental and intervention reading programs in the primary grades is a critical step in the development of an effective schoolwide reading initiative. The investment in identifying supplemental and intervention programs that align with research and fit the needs of learners in your school will reap long-term benefits for children's reading acquisition and development.

A critical review of reading programs requires objective and in-depth analysis. For these reasons, we offer the following recommendations and procedures for analyzing critical elements of programs. First, we define supplemental and intervention programs. Following, we discuss the process for selection of these programs. Further, we offer specific guidelines regarding the review process

including type of review, sampling procedures, documenting evidence, and scoring. We trust you will find these guidelines useful and usable in this significant professional process.

1. What are supplemental and intervention reading programs?

Supplemental programs are used to support and extend the critical elements of a core reading program. Typically, supplemental programs provide additional instruction in one or two areas (e.g., phonological awareness, fluency) and provide more instruction or practice in the particular area(s) of need. These programs can often be effective in supporting an identified gap in an otherwise strong core reading program. For example, if the core program does not provide enough fluency in reading connected text, a supplemental

program could be implemented to support the core.

Intervention programs are designed specifically for children who demonstrate reading difficulty and are performing below grade level. The purpose of these programs is to provide more explicit, systematic instruction to accelerate learning and bring the learner to grade-level performance. In general, intervention programs focus on more than one area (e.g., phonics, fluency, and comprehension). In some cases, a particular intervention program may focus explicitly and exclusively on one essential reading area (e.g., phonemic awareness.) Intervention programs allow teachers to meet the needs of individual students who are struggling in their classrooms. They are specialized, intense, and typically delivered in small group settings.

This tool is designed to evaluate supplemental and intervention programs that address one or more of the five essential components of the Reading First legislation in scientifically-based beginning reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It is not designed for programs that exclusively target spelling, writing, visual processing, or areas other than the five essential components.

A supplemental or intervention program may be designed for a specific grade (e.g., kindergarten) or span across several grades (e.g., K/1 or 1/2, etc.).

2. What process should be used to select supplemental and intervention reading programs?

Schools may begin the selection process by conducting a thorough examination of the core reading program that has been adopted. Using the tool <u>A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis</u>, schools can identify the areas of strength and weakness in their core program. Schools can then focus their attention on supplemental and intervention programs that provide instruction in those areas of weakness.

In addition, schools will want to examine student assessment data to determine areas where students are experiencing difficulties (e.g., phonemic awareness, vocabulary). Again, it makes sense to direct a search toward supplemental and intervention programs that address those particular skill areas. Schools will also want to consider how discrepant the individual students' scores are from target goals on essential reading components. Some students may require strategic instruction that includes the current core program intensified or modified to some degree (e.g., time, grouping size, number of modeled examples, etc.). A supplemental program may be a very appropriate way to strengthen the instruction provided in the core for these students. Other students may require intensive instruction that involves changing the core instruction significantly or supplanting it with an intervention program. Through a combination of examining the adopted core and considering student abilities, schools can target specific supplemental and intervention programs for review.

Once targeted programs have been identified, ideally every teacher involved in reading instruction would be involved in the review and selection of the supplemental and intervention reading programs. Realistically, a grade-level representative may be responsible for the initial review and reduce the "possible" options to a reasonable number. At minimum, we recommend that grade-level representatives use the criteria that follow and then share those findings with grade-level teams.

3. What criteria should be used to select supplemental and intervention reading programs?

A converging body of scientific evidence is available and accessible to guide the development of primary-grade reading programs. We know from research the critical skills and strategies that children must acquire in order to become successful readers by grade 3 (National Reading Panel, 2000, National Research Council, 1998; NICHD, 1996, Simmons & Kame'enui, 1998). Following, we specify criteria for reviewing critical elements of reading organized by essential component.

A Consumer's Guide to Selecting Supplemental and Intervention Programs:
A Critical Elements Analysis

A key assumption is that a schoolwide beginning reading initiative will (a) address all grade-level content standards and (b) ensure that high priority standards are taught in sufficient depth, breadth, and quality that all learners will achieve or exceed expected levels of proficiency. However, all standards are not equally important. Our critical elements analysis focuses on those skills and strategies essential for early reading success.

General Review Process

1. Scope of Review and Prioritization of Items

To begin, identify the essential components (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension) and grade levels that the supplemental or intervention program targets. Complete only those items that evaluate the targeted components and grades. Many programs are designed to instruct students across grade levels (e.g.,

a K-1 program). For these multi-level or multi-grade programs, mark one program rating per relevant item. Some programs have a separate, distinct level for each grade (e.g., K, 1, 2). For grade-specific programs, review each grade level separately and assign a distinct score for each grade for each item. For intervention programs, complete the relevant items by essential component then complete the additional items included in the Intervention Supplement.

2. Type of Review and Sampling Procedures

To gain a representative sample of the program, we recommend the following strategies:

(a) Within lesson procedure (w) involves identifying the first day (lesson) in which a critical skill (e.g., letter sound correspondence, word reading) is introduced and tracing that skill over a sequence

of 2-3 days. Then, repeating the process to document evidence at an additional point in time (e.g., middle/end of program).

(b) Scope and sequence procedure (ss) involves using the scope and sequence to identify the initial instruction on a skill and analyze how instruction progresses over time. Document progression in the evidence columns.

(c) Skills trace procedure (st) should be used for selected skills that involve evaluation of practice cycles or cumulative review. This procedure involves identifying the first day (lesson) in which a critical skill is introduced and tracing that skill over 10 consecutive lessons. A separate form is provided for conducting skills traces.

3. Documenting Evidence

On the review forms there is space to document specific information. Example information may include lesson number, particular skill/strategy introduced, etc. A separate form is provided for documenting evidence on skills traces. This form requires documentation of both new and review content for 10 consecutive lessons.

4. Scoring Criteria

The criteria for scoring each element is listed below. When evaluating individual elements, place a slash (/) through the respective circle that represents your rating.

<u>Use the following criteria for each critical element</u>:

● =   Program consistently meets/exceeds criterion.

◐ =   Program partially meets/exceeds criterion.

○ =   Program does not satisfy criterion.

Program Name: _____   **Date of Publication:** _____

Publisher: _____   **Reviewer Code:** _____

<u>Directions</u>: Place a check (√) next to each appropriate item that applies to your evaluation of the program.

Part A   • The program targets instruction on the following essential components (select all that apply):

     _____   phonemic awareness

     _____   phonics

     _____   fluency

     _____   vocabulary

     _____   comprehension

• Specify for which grade the program is appropriate (select all that apply):

     _____ K

     _____ 1

     _____ 2

     _____ 3

• Select one of the following:

     _____ Multi-grade program. One program rating will be assigned for each relevant item.

     _____ Grade-specific program. A separate analysis will be completed for each grade.

• Decision Point:

Part B   _____ The program meets the criteria for a **supplemental** program and will be reviewed for that purpose.

     _____ The program meets the criteria for an **intervention** program and will be reviewed for that purpose.

Reviewer Code: _____   PHONEMIC AWARENESS   *Critical Elements Analysis*

Phonemic Awareness: *The ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.*

Phonemic Awareness Instruction							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◉ ○	1. Teaches skills explicitly. (w)	X	X				
● ◉ ○	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)	X	X				
● ◉ ○	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation, and manipulation). (ss)	X	X				
● ◉ ○	4. Incorporates letters into phonemic awareness activities. [NRP, pg. 2-41] (w)	X	X				
● ◉ ○	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)	X					

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Phonemic Awareness Instruction						
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◐ ○	6. Analyzes words at the phoneme level (e.g., working with individual sounds within words). (ss)	X	X				
● ◐ ○	7. In K, focus is on first the initial sound (*sat*), then on final sound, (*sat*), and lastly on the medial sound (*sat*) in words. In grade 1, focus is on phonemes in all positions. (ss)	X	X				
● ◐ ○	8. Focuses beginning phonemic level instruction on short words (two to three phonemes; e.g. *at, mud, run*). (ss)	X					
● ◐ ○	9. Works with increasingly longer words and expands beyond consonant-vowel-consonant words (e.g., sun) to more complex phonemic structures (consonant blends). (ss)		X				
● ◐ ○	10. Focuses appropriate amount of daily time on blending, segmenting, and manipulating tasks until proficient. [NRP, pg. 2-41] (w)	X	X				

Please summarize evidence of sufficient and insufficient instructional quality in the area of phonemic awareness. Space for additional comments is provided on the next page. Constructive feedback is helpful. Comments may be used and distributed to a wider audience (schools, publishers, etc.).

SUMMARY	
Evidence of Sufficient Instructional Quality	**Evidence of Insufficient Instructional Quality**

Additional Comments

Reviewer Code: _____   PHONICS: DECODING   *Critical Elements Analysis*

Phonics*: The ability to recognize words accurately, fluently, and independently. Phonics is fundamental to reading in an alphabetic writing system. In early grades, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words.* [NRP, pg. 2-41; pg 2-93]

Phonics Instruction							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◉ ○	1. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/). (ss)	X	X				
● ◉ ○	2. Sequences the introduction of letter sounds, letter combinations, and word parts in ways that minimize confusion. (ss)	X	X	X	X		
● ◉ ○	3. Incorporates frequent and cumulative review of taught letter sounds to increase automaticity. (st)	X	X				
● ◉ ○	4. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, word endings, blending, reading whole words). (w) and (ss)	X	X	X	X		
● ◉ ○	5. Introduces regular words for which students know all the letter sounds. (ss)	X	X	X	X		

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Reviewer Code: _____   PHONICS: DECODING   *Critical Elements Analysis*

Phonics Instruction							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◉ ○	6. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g. phonemes in the word, position of blends, stop sounds) to more complex words. [NRP, pg. 2-132] (ss)	X	X	X	X		
● ◉ ○	7. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print. (w) and (ss)		X	X	X		
● ◉ ○	8. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (w)		X	X	X		
● ◉ ○	9. Begins instruction in word families, word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit. [NRP, pg 2-13] (ss)		X	X	X		
● ◉ ○	10. Teaches students to process larger, highly represented patterns to increase fluency in word recognition. (w)		X	X	X		

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Rating	Criterion	Grade				Initial Instruction	Additional Evidence
Phonics Instruction							
		K	1	2	3		
● ◉ ○	11. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient. [NRP pg. 2-132] (w) and (ss)			X	X		
● ◉ ○	12. Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts (w).			X	X		
● ◉ ○	13. Uses structural analysis judiciously to support word recognition strategies. (ss)				X		

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Phonics: *The ability to recognize words accurately, fluently, and independently. Phonics is fundamental to reading in an alphabetic writing system. In early grades, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words.* [NRP, pg. 2-41; pg 2-93]

Phonics Instruction							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◉ ○	1. Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text. (ss)	X	X	X	X		
● ◉ ○	2. Controls the number of irregular words introduced at one time. (w)	X	X	X	X		
● ◉ ○	3. Separates highly similar words for initial instruction (e.g. was/saw). (ss)	X	X	X	X		
● ◉ ○	4. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words. (w)	X	X	X	X		
● ◉ ○	5. Preteaches sight words and incorporates them into connected text. (w)	X	X	X	X		

Current Working Version

Reviewer Code: _____   PHONICS: IRREGULAR WORDS   *Critical Elements Analysis*

Phonics Instruction						
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◐ ○	6. Provides ample practice and cumulative review of important high-frequency sight words. (st)	X	X	X	X		

Current Working Version

Please summarize evidence of sufficient and insufficient instructional quality in the area of phonics (decoding and irregular words). Space for additional comments is provided on the next page. Constructive feedback is helpful. Comments may be used and distributed to a wider audience (schools, publishers, etc.).

SUMMARY	
Evidence of Sufficient Instructional Quality (specify elements)	**Evidence of Insufficient Instructional Quality (specify elements)**

Additional Comments

Reviewer Code: _____   TEXT READING AND FLUENCY   *Critical Elements Analysis*

Fluency: *The effortless, automatic ability to read words in isolation (orthographic coding) and connected text.*

Text Reading and Fluency Instruction							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◉ ○	1. Provides fluency practice at the word level. (w)		X	X	X		
● ◉ ○	2. Introduces passage reading soon after students can read a sufficient number of words accurately. (w)		X				
● ◉ ○	3. Teaches explicit strategy to permit readers to move from reading words in lists to reading words in sentences and passages. (w)		X	X	X		
● ◉ ○	4. Initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words). (w)		X				
● ◉ ○	5. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught. (w) and (ss)		X	X	X		

Current Working Version

Reviewer Code: _____   TEXT READING AND FLUENCY   *Critical Elements Analysis*

		Text Reading and Fluency Instruction				
Rating	Criterion	Grade			Initial Instruction	Additional Evidence
		K	1	2	3		

Rating	Criterion	K	1	2	3	Initial Instruction	Additional Evidence
● ◉ ○	6. Passages contain high-frequency irregular words that have been previously taught. (w) and (ss)		X	X	X		
● ◉ ○	7. Introduces fluency practice (e.g., repeated reading) after students read words in passages accurately. [NRP, pg. 3-15] (w)		X	X	X		
● ◉ ○	8. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. [NRP pg. 3-28] (w) and (ss)		X	X	X		
● ◉ ○	9. Builds toward a 60 word-per-minute fluency goal by the end of grade one. [NRP, pg. 3-4] (ss)		X				
● ◉ ○	10. Builds toward a 90 word-per-minute fluency goal by the end of grade two. [NRP, pg. 3-4] (ss)			X			
● ◉ ○	11. Builds toward a 120 word-per-minute fluency goal by the end of grade three. [NRP, pg. 3-4] (ss)				X		

Text Reading and Fluency Instruction						
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◯ ○	12. Assesses fluency regularly. (ss)		X	X	X		

Current Working Version

Please summarize evidence of sufficient and insufficient instructional quality in the area of text reading and fluency. Space for additional comments is provided on the next page. Constructive feedback is helpful. Comments may be used and distributed to a wider audience (schools, publishers, etc.).

SUMMARY	
Evidence of Sufficient Instructional Quality	**Evidence of Insufficient Instructional Quality**

Additional Comments

Reviewer Code: _____ **VOCABULARY** *Critical Elements Analysis*

Vocabulary: *The words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.*

Vocabulary Instruction							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◐ ○	1. Selects words that are highly useful for passage understanding and/or later learning. (w)	X	X	X	X		
● ◐ ○	2. Explains meanings of words in everyday language (Beck, McKeown, & Kucan, 2002). (w)	X	X	X	X		
● ◐ ○	3. Provides direct instruction of targeted concepts and vocabulary. (w)	X	X	X	X		
● ◐ ○	4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts. (w) and (ss)	X	X	X	X		
● ◐ ○	5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence. (w)	X	X	X	X		

Current Working Version

Reviewer Code: _____ **VOCABULARY** *Critical Elements Analysis*

	Vocabulary Instruction						
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◉ ○	6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words). (w)	X	X	X	X		
● ◉ ○	7. Reviews previously introduced words cumulatively. [NRP, p.4-4] (st)	X	X	X	X		
● ◉ ○	8. Teaches strategies to use context to gain the meanings of an unfamiliar word. (Context includes the words surrounding the unfamiliar word that provide information to its meaning.) (w)			X	X		
● ◉ ○	9. Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. (w)				X		
● ◉ ○	10. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words. (w) and (ss)			X	X		

Please summarize evidence of sufficient and insufficient instructional quality in the area of vocabulary. Space for additional comments is provided on the next page. Constructive feedback is helpful. Comments may be used and distributed to a wider audience (schools, publishers, etc.).

SUMMARY	
Evidence of Sufficient Instructional Quality	**Evidence of Insufficient Instructional Quality**

Additional Comments

Reviewer Code: _____   COMPREHENSION   *Critical Elements Analysis*

Comprehension: *The complex cognitive process involving the intentional interaction between reader and text to extract and construct meaning.*

Comprehension Instruction							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◉ ○	1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) by providing multiple examples. [NRP, pg. 4-126; pp 4-100] (w)	X	X	X	X		
● ◉ ○	2. Teaches background information or activates prior knowledge to increase a student's understanding of what is read. [NRP, pg. 4-108] (w)	X	X	X	X		
● ◉ ○	3. The text for initial instruction in comprehension: (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences. (w)	X	X				
● ◉ ○	4. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order. (w)			X	X		
● ◉ ○	5. Provides guided practice in and systematic review of critical comprehension strategies. [NRP, pg. 4-126; pp. 4-100] (st)	X	X	X	X		

Comprehension Instruction							
Rating	Criterion	Grade				Initial Instruction	Additional Evidence
		K	1	2	3		
● ◎ ○	6. Connects previously taught skills and strategies with new content and text. [NRP, pg. 4-107] (w) and (ss)	X	X	X	X		
● ◎ ○	7. Models and guides the students through story structure (e.g., setting _____), thinking out loud as elements are being identified. [NRP, pg. 4-100] (w)	X	X	X	X		
● ◎ ○	8. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. [NRP, pg. 4-112] (w)			X	X		
● ◎ ○	9. Teaches conventions of informational text (e.g. titles, chapter headings) to locate important information. (w) and (ss)			X	X		
● ◎ ○	10. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. (w) and (ss)			X	X		

Current Working Version

Please summarize evidence of sufficient and insufficient instructional quality in the area of comprehension. Space for additional comments is provided on the next page. Constructive feedback is helpful. Comments may be used and distributed to a wider audience (schools, publishers, etc.).

SUMMARY	
Evidence of Sufficient Instructional Quality	**Evidence of Insufficient Instructional Quality**

Additional Comments

Current Working Version

Appendix E

Appendix E

ANSWER KEY–IDENTIFYING OBJECTIVE STATEMENTS

	Objective Statement	Statement of Opinion
1. Students looked confused during explanation of how to sort word cards with CVC and CCVC words.		X
2. Teacher gives each student a bag of magnetic letters.	X	
3. Teacher prefers to call on girls rather than boys.		X
4. Students respond chorally to segment and blend the word cat.	X	
5. Three students in the back look bored.		X
6. Students sort word cards into two categories: words ending in -am and words ending in -ame.	X	
7. Students sit in groups of four.	X	
8. Teacher asks students to give a thumb's up if they understand.	X	
9. Teacher shows students the cover of the book and asks them to make predictions about what the book is about.	X	
10. Activity was loosely structured.		X
11. Teacher models making words on overhead and students repeat the procedures at their desks.	X	
12. Students' fluency rates were extremely high.		X
13. Teacher was unclear in explaining instructions.		X
14. Phonemic awareness instruction enhanced students' skills.		X
15. Before the read aloud, teacher modeled the use of pre-reading comprehension strategy cards.	X	

Adapted from Consortium on Reading Excellence, Inc. (2003). *Reading coach course, part 1: Reading coach institute: Participant resource notebook.* Emeryville, CA: Author.

Appendix F

ANSWER KEY–CREATING WELL-DEFINED OBJECTIVES

Appendix F

ANSWER KEY–CREATING WELL-DEFINED OBJECTIVES

Example 1: Missing 1, 2, 4, 5.

Example 2: Includes all characteristics.

Example 3: Missing 1, 2, 4, 5.